

Investigation on the Current Situation of Physical Education in Special Education Schools in Guangdong Province and Research on Development Countermeasures

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Abstract: Physical education in special education is an important way to promote the physical and mental health of students with disabilities. This study aims to explore the current situation of physical education in special education schools in Guangdong Province and propose strategies based on the current situation, with a view to promoting the development of physical education in special education schools in Guangdong Province and facilitating educational equity. This study mainly adopts the questionnaire survey method to conduct an in - depth investigation into the current situation of physical education in special education schools in Guangdong Province. It comprehensively analyzes the distribution and scale of schools, the gender, age, educational background, professional background, employment and salary of the physical education teaching staff, as well as the implementation of curriculum standards, textbook use, curriculum setting satisfaction, teaching implementation, curriculum preferences, teaching organization forms and methods, teaching evaluation, teacher - student communication, teaching venue facilities and other contents in physical education courses and teaching. The research finds that there is an imbalance in the regional development of special physical education, the construction of the teaching staff is insufficient, there are inconsistencies in textbook use during the curriculum and teaching process, and the teaching organization and evaluation systems need to be improved. Based on this, targeted countermeasures such as promoting balanced regional development, optimizing the teaching staff, and improving the curriculum and teaching system are proposed.

Keywords: Guangdong Province; Special Education Schools; Physical Education

In recent years, the United Nations Convention on the Rights of Persons with Disabilities clearly requires countries to guarantee the right of children with disabilities to participate in sports activities on an equal footing. China's "14th Five - Year Plan for the Development and Improvement of Special Education" also emphasizes the improvement of the special education physical education curriculum system. However, existing research mostly focuses on physical education in general schools, and there is a lack of research on special education schools. Physical education in special education schools plays an indispensable role in the growth of special students. It not only helps special students strengthen their physical fitness and develop sports skills, but also promotes their psychological development, improves their social adaptation ability, and builds their self - confidence. As the largest economic province in China, there are significant differences in educational resources between the Pearl River Delta region and the eastern, western, and northern regions of Guangdong. Is there an imbalance in the development of special education physical education? Therefore, this study deeply understands the actual situation of physical education in special education schools in Guangdong Province, explores the existing problems, and looks for effective improvement paths. It aims to promote the development of physical education in special education schools in Guangdong Province, which is of great significance for improving the level of special education physical education, protecting the educational rights and interests of special students, and facilitating educational equity.

1. Research Methods

This study uses the questionnaire survey method. Through careful data collection and analysis, the comprehensiveness and reliability of data collection are ensured. In the design of the questionnaire, multiple dimensions are covered, including basic school information, personal data of teachers, teaching practice details, curriculum settings, and teaching resources. Questionnaires were distributed to special education schools in different regions of Guangdong Province, covering various types such as schools for the blind, deaf schools, and schools for

children with intellectual disabilities. 81 teacher questionnaires and 4 school administrator questionnaires were distributed.

2. Research Results

2.1 Basic Situation of Special Education Schools in Guangdong Province

2.1.1 School Distribution

The research shows that among the surveyed schools, schools in the western region of Guangdong account for 37.04%, those in the Pearl River Delta region account for 35.8%, those in the eastern region of Guangdong account for 17.28%, and those in the northern region of Guangdong account for 9.88%. This geographical distribution imbalance may lead to significant differences in physical education resources among different regions. For example, with its economic advantages, the Pearl River Delta region may have stronger capabilities in stadium construction, equipment allocation, and teacher recruitment. In contrast, due to relatively backward economies, the eastern, western, and northern regions of Guangdong may face resource shortages, which in turn affect the overall development level of physical education in local special education schools and hinder the balanced development of special education physical education in the whole province.

Table 1 Location of Special Education Schools (Single-choice)

Region	Subtotal	Proportion
Eastern Guangdong	14	17.28%
Western Guangdong	30	37.04%
Northern Guangdong	8	9.88%
Pearl River Delta	29	35.8%

2.1.2 School Scale and Other Relevant Information

In terms of school scale, the number of students varies greatly, ranging from dozens to hundreds. Some schools have small sports fields due to limited site space, making it difficult to carry out sports projects with high site requirements such as football and track and field. Although some schools have sufficient site area, the sports equipment is old and single, unable to meet the diverse needs of modern physical education. In terms of class settings, there are differences among different schools, and the teacher - student ratio is not reasonable. Some schools have large - class sizes, which undoubtedly increases the difficulty of physical education organization and management and affects the teaching effect.

Table 2 Number of Students in Special Education Schools (Single-choice)

Number of Students	Subtotal	Proportion
0-50	0	0%
51-100	2	50%
101-200	0	0%
201 and above	2	50%

2.2 Basic Situation of the Physical Education Teaching Staff in Special Education Schools in Guangdong Province

2.2.1 Gender and Age Structure

Among the physical education teaching staff, men account for 43.21% and women account for 56.79%. In terms of age distribution, teachers aged 25 and below account for 35.8%, injecting fresh blood and innovative vitality into the team; teachers aged 26 - 35 account for 38.27%, being in a crucial stage of teaching experience accumulation and professional growth; teachers aged 36 - 45 account for 23.46%, with certain teaching experience; teachers aged 46 - 55 account for 2.47%, and those aged 56 and above account for 0. The overall age structure is relatively young. Teachers of different ages may have differences in teaching experience, teaching method application, acceptance of new educational concepts, and career development needs, so targeted training and support strategies are required.

Table 3 Ages of Teachers in Special Education Schools (Single-choice)

Age	Subtotal	Proportion
25 years old and below	29	35.8%
26-35	31	38.27%
36-45	19	23.46%
46-55	2	2.47%
56 years old and above	0	0%

2.2.2 Educational Background and Professional Background

In terms of educational background, undergraduate graduates dominate the teaching staff, accounting for 71.6%, master's degree holders account for 27.16%, and doctors and above account for only 1.23%. In terms of professional background, teachers majoring in special education account for 64.2%, those majoring in physical education account for 20.99%, those majoring in sports rehabilitation account for 9.88%, and teachers with other professional backgrounds also account for a certain proportion. This diversity of professional backgrounds is conducive to interdisciplinary integration to a certain extent, but it also highlights the lack of physical education professional knowledge and skills of some teachers. In particular, teachers with a special education major background may need further training and improvement in physical education teaching methods, sports training skills, and physical education curriculum design.

Table 4 Highest Education Levels of Teachers in Special Education Schools (Single-choice)

Highest Educational Background	Subtotal	Proportion
High school and below	0	0%
Junior college	0	0%
Undergraduate	58	71.6%
Master's degree	22	27.16%
Doctoral degree	1	1.23%

2.2.3 Employment Form and Salary

In terms of employment forms, 74.07% of teachers have institutional establishment, enjoying relatively stable job security and welfare benefits, and 24.69% are contract workers. In terms of salary, 20.99% of teachers have a monthly salary in the range of 3001 - 5000 yuan, 70.37% have a salary in the range of 5001 - 8000 yuan, 4.94% have a salary in the range of 8001 - 10000 yuan, and 3.7% have a salary of 10001 yuan and above. The salary level is not only related to teachers' quality of life but also a key factor in attracting and retaining outstanding talents. Under the current salary structure, it is necessary to pay attention to the career development path and salary improvement space of contract teachers to ensure the stability and enthusiasm of the teaching staff.

Table 5 Monthly Salaries of Teachers in Special Education Schools (Single-choice)

Monthly Salary	Subtotal	Proportion
3000 yuan and below	0	0%
3001-5000	17	20.99%
5001-8000	57	70.37%
8001-10000	4	4.94%
10001 yuan and above	3	3.7%

2.2.4 Number of Teachers and Training

In terms of the number of teachers, 56.79% of teachers believe that the number of physical education teachers fully meets or meets the teaching needs, but a considerable number of teachers still think that it does not meet or completely does not meet the teaching needs, which

to a certain extent reflects the shortage of physical education teacher resources in some schools. In terms of training experience, 32.1% of teachers have no training experience related to special physical education. Among teachers with training experience, the training frequency also varies. Teachers with 1 - 2 times of training account for 24.69%, and those with 3 - 4 times of training account for 32.1%. Continuous and systematic professional training is an important way for teachers to update educational concepts and improve teaching abilities. The lack of training opportunities will seriously restrict teachers' professional growth and the improvement of teaching quality.

Table 6 Whether the Number of Teachers in Special Education Schools Can Meet the Teaching Requirements (Single-choice)

Satisfaction Degree	Subtotal	Proportion
Fully meet	24	29.63%
Meet	22	27.16%
General	14	17.28%
Do not meet	18	22.22%
Completely do not meet	3	3.7%

2.3 Physical Education Courses and Teaching in Special Education Schools in Guangdong Province

2.3.1 The Degree of School Attention to Physical Education

The survey data shows that 30.86% of teachers believe that the school attaches great importance to physical education, 33.33% think it attaches importance, 30.86% think it attaches general importance, only 3.7% think it does not attach importance, and 1.23% think it attaches extremely little importance. The degree of a school's attention to physical education directly determines the investment in physical education resources, the optimization of curriculum settings, and the development of teaching activities. Schools that attach great importance to physical education often provide more support in sports facility construction and renewal, teacher training and recruitment, and teaching time guarantee. However, schools with insufficient attention may marginalize physical education in the school education system, affecting students' physical education learning and development.

Table 7 Teachers' Perceived Degree of Importance Attached by the School in Special Education Schools (Single-choice)

Degree of Attention	Subtotal	Proportion
Greatly attach importance	25	30.86%
Attach importance	27	33.33%
Attach general importance	25	30.86%
Do not attach importance	3	3.7%
Attach extremely little importance	1	1.23%

2.3.2 Curriculum Standards and Textbook Use

The survey data shows that 91.36% of teachers can develop teaching plans based on the physical education and health curriculum standards stipulated by the school, which reflects the standardization of teachers in teaching planning. However, only 22.22% of teachers use the unified textbooks stipulated by the school, and 77.78% of teachers choose other textbooks or compile teaching materials by themselves. This phenomenon fully reflects that the textbooks stipulated by the school may have major problems in content applicability, teaching method guidance, and compatibility with the actual needs of special students, and cannot effectively meet the unique requirements of special education physical education. It is necessary to deeply reflect on and improve the compilation, selection, and promotion of textbooks.

Table 8 Whether Teachers in Special Education Schools Develop Teaching Plans According to the Physical Education and Health Curriculum Standards Stipulated by Their Schools (Single-choice)

Yes/No	Subtotal	Proportion
Yes	74	91.36%
No	7	8.64%

2.3.3 Curriculum Setting Satisfaction and Teaching Implementation

The proportion of teachers who are very satisfied and satisfied with the physical education and health curriculum setting totals 67.9%, indicating that the curriculum setting has been somewhat recognized by teachers in terms of the overall framework and basic content. At the same time, 75.31% of teachers believe that teaching can be effectively implemented according to the teaching plan, but some teachers still say that there are difficulties or the teaching effect is average during the implementation process. This shows that although the curriculum setting has certain rationality, there is still much room for improvement in terms of expanding the depth and breadth of teaching content, applying diverse and innovative teaching methods, and implementing hierarchical and classified teaching accurately. It needs to be further optimized and improved.

Table 9 Teachers' Satisfaction with the Physical Education and Health Curriculum Setting in Special Education Schools (Single-choice)

Satisfaction Degree	Subtotal	Proportion
Very satisfied	22	27.16%
Satisfied	33	40.74%
Generally satisfied	23	28.4%
Dissatisfied	2	2.47%
Very dissatisfied	1	1.23%

2.3.4 Curriculum Preferences and Students' Hobbies

The school physical education curriculum tends to focus on traditional sports such as ball games (75.31%) and track and field (61.73%) in content settings. Students' interest preferences also mainly focus on ball games (71.6%) and sports games (45.68%). This provides an important reference for optimizing teaching content. In future teaching, more attention should be paid to combining students' interests and hobbies, appropriately increasing diverse teaching content such as sports games and fun competitions, and introducing emerging sports such as roller skating and frisbee to enhance the attractiveness of the curriculum and students' participation, and improve the teaching effect.

Table 10 Contents of the School Physical Education and Health Courses (Multiple-choice)

Content	Subtotal	Proportion
Ball games	61	75.31%
Track and field	50	61.73%
Gymnastics	38	46.91%
Water or ice - snow sports	14	17.28%
Traditional Chinese sports	19	23.46%
Emerging sports	17	20.99%
Sports games	35	43.21%
Rehabilitation	26	32.1%
Others	2	2.47%

Table 11 Sports Events or Activities That Teachers in Special Education Schools Believe Students Prefer More (Multiple-choice)

Content	Subtotal	Proportion
Ball games	58	71.6%
Track and field	38	46.91%
Gymnastics	24	29.63%
Water or ice - snow sports	16	19.75%
Traditional Chinese sports	15	18.52%
Emerging sports	17	20.99%
Sports games	37	45.68%
Rehabilitation	12	14.81%
Others	0	0%

2.3.5 Teaching Organization Forms and Methods

Teaching organization forms are diverse. Large-class teaching accounts for 62.96%. To some extent, this form is convenient for teaching management, but it may be difficult to meet the individualized needs of special students. Grouping by special types accounts for 45.68%. This can conduct teaching according to the characteristics of different special-type students, yet it places high demands on teachers' teaching abilities and resource allocation. In terms of teaching methods, the explanation-demonstration method (72.84%) and the game-guided method (77.78%) are widely applied. These two methods can vividly display movement essentials and stimulate students' interest. Meanwhile, characteristic teaching methods such as visual sign language teaching and auditory touch teaching also play a crucial role in specific teaching scenarios, catering to the learning needs of different special students. Teachers should flexibly select and combine teaching organization forms and methods based on teaching content and students' individual differences to construct an efficient classroom.

Table 12 Organizational Forms of Physical Education and Health Courses for Teachers in Special Education Schools (Multiple-choice Questions)

Organization Form	Subtotal	Proportion
Large-class	51	62.96%
By special type	37	45.68%
Mixed grouping	31	38.27%
Free distribution	12	14.81%
Others	0	0%

Table 13 Teaching Methods for Physical Education and Health Courses Used by Teachers in Special Education Schools (Multiple-choice)

Teaching Method	Subtotal	Proportion
Explanation-demonstration method	59	72.84%
Game-guided method	63	77.78%
Visual sign language teaching method	34	41.98%
Auditory touch teaching method	34	41.98%
Heuristic teaching method	30	37.04%
Others	0	0%

2.3.6 Teaching Evaluation

The teaching evaluation system shows a diversified trend. Among them, process evaluation (80.25%) receives high attention, which reflects the emphasis on students' learning process and can promptly feedback students' progress and deficiencies during the learning process. Summative evaluation, qualitative evaluation, etc. also occupy a certain position. Summative evaluation helps to assess students' learning achievements, and qualitative evaluation can explore students' attitudes, emotional experiences, and other performances during the learning process. The diversified evaluation system complements each other, facilitating a comprehensive, objective, and fair assessment of students' physical education learning effectiveness and providing a strong basis for teaching improvement and student development.

Table 14 Forms of Physical Education Teaching Evaluation Recognized by Teachers in Special Education Schools (Multiple-choice)

Evaluation Form	Subtotal	Proportion
Process evaluation	65	80.25%
Summative evaluation	36	44.44%
Qualitative evaluation	32	39.51%
Quantitative evaluation	30	37.04%
Relative evaluation	39	48.15%
Absolute evaluation	5	6.17%
Others	0	0%

2.3.7 Teacher-Student Communication and Skill Mastery

In terms of teacher-student communication, 33.33% of teachers can communicate fluently with special children, and 61.73% of teachers can basically achieve effective communication. However, some teachers still encounter certain difficulties in the communication process. Good teacher-student communication is the foundation for the smooth progress of teaching activities. Teachers need to continuously improve their communication skills and understand the special needs of students to enhance the teaching effect. In terms of teaching skills, 65.43% of teachers believe that sign language is an essential skill, and 81.48% of teachers have mastered one or more related skills. This reflects teachers' emphasis on and proficiency in special education skills. Nevertheless, they still need to be continuously consolidated and improved to better meet teaching requirements.

Table 15 Communication Situation between Teachers in Special Education Schools and Special Children during Teaching (Single-choice)

Level	Subtotal	Proportion
Fluent communication	27	33.33%
Basically can communicate	50	61.73%
Relatively difficult	4	4.94%
Unable to communicate	0	0%

Table 16 Skills That Teachers in Special Education Schools Believe They Should Master during Teaching (Single-choice)

Skill	Subtotal	Proportion
Braille	13	16.05%
Sign language	53	65.43%
Others	15	18.52%

Table 17 Whether Teachers in Special Education Schools Have Mastered One or More of the Above Skills (Single-choice)

Yes/No	Subtotal	Proportion
Yes	66	81.48%
No	15	18.52%

2.3.8 Teaching Venues and Facilities

The open spaces of teaching buildings (74.07%) and track and field fields (65.43%) are the teaching venues with relatively high usage frequencies. These venues provide basic spatial guarantees for physical education teaching. However, some teachers still report that the venues, equipment, and facilities can hardly fully meet the teaching requirements. For example, in some schools, the sports fields are damaged and uneven, and the sports equipment is old, insufficient in quantity, or single in variety, unable to support diversified physical education teaching activities. In China, the construction of barrier-free facilities in special education schools started relatively late. There is a lack of specialized and comprehensive barrier-free legislation, and the construction issues of barrier-free facilities in the field of special education remain prominent ^[1]. Improving the conditions of teaching venues and facilities is an important prerequisite for enhancing the quality of physical education teaching. Schools and relevant departments need to increase investment and support.

Table 18 Venues Used by Teachers in Special Education Schools When Conducting Physical Education and Health Courses (Multiple-choice)

Venue	Subtotal	Proportion
Gymnasium	33	40.74%
Track and field field	53	65.43%
Open space of teaching building	60	74.07%
Classroom	31	38.27%
Others	1	1.23%

3. Analysis and Discussion

3.1 Existing Problems

3.1.1 Unbalanced Regional Development

The uneven distribution of special education schools in eastern, western, northern Guangdong, and the Pearl River Delta region is one of the important reasons for the differences in physical education resources. The Pearl River Delta region, with its developed economy, can attract more educational resources, including funds, teaching staff, and advanced teaching concepts and technologies, providing strong support for the development of physical education. In contrast, due to their relatively backward economies, the eastern, western, and northern regions of Guangdong face greater pressure in investing in physical education resources. Problems such as lagging stadium construction, shortages of professional physical education teachers, and outdated teaching equipment are more prominent, which seriously affect the quality and development level of physical education in local special education schools. This further widens the gap with the Pearl River Delta region and hinders the balanced development of special education physical education in the whole province. In addition, the construction of resource libraries in special education schools is in its infancy, mainly consisting of conventional media materials. The existing types of resource libraries are teaching courseware libraries, teaching plan libraries, and high - quality video resource libraries. Therefore, the construction of special education resource libraries has not been fully popularized, and the types of resources are relatively single ^[2]. Although the total financial investment in special education has increased significantly, it is still insufficient compared with the development needs of special education. There are large differences in financial investment in special education among different regions ^[3].

3.1.2 Insufficient Construction of the Teaching Staff

Looking at the cultivation of the professional qualities of special education school teachers in the past, it can be found that special education teachers generally have problems such as insufficient professional abilities and low professional identity ^[4]. The professional back-

grounds of some teachers do not fully match physical education. In particular, teachers with a special education background lack physical education professional knowledge and skills, while teachers with a physical education background lack special education knowledge and methods, affecting the professionalism and effectiveness of teaching. The lack of training opportunities makes it difficult for teachers to update their educational concepts and master new teaching methods and skills in a timely manner, and they are unable to meet the increasingly diverse and individualized physical education needs of special students. For example, most of the teachers teaching orientation and mobility courses are part - time teachers from other disciplines, mainly physical education teachers. They generally believe that they have insufficient training. Some teachers mentioned that they received training in an orientation and mobility training project organized by the Disabled Persons' Federation more than ten years ago, and some teachers said that they only learned about the subject of orientation and mobility through self - study and desperately lack teaching support. These factors make teachers lack sufficient confidence in teaching orientation and mobility courses well ^[5]. In addition, the shortage of teachers in some schools leads to heavy teaching tasks. Teachers cannot fully pay attention to the development of each student, and it is difficult to guarantee the teaching quality, which is not conducive to the long - term development of special education physical education.

3.1.3 Curriculum and Teaching Problems

For a long time, under the influence of the traditional education system, some special physical education teachers in China only have a teaching awareness, but their curriculum awareness is relatively weak. Many teachers still believe that the curriculum is just textbooks and teaching materials ^[6]. The chaotic situation of textbook use reflects the imperfection of the current special education physical education textbook system. There is a lack of unified, high - quality textbooks that meet the actual teaching needs. Although the curriculum setting has been recognized to a certain extent, it still falls short in meeting the individual differences of special students. The implementation of hierarchical and classified teaching is not refined enough, and it is impossible to provide personalized teaching content and guidance for special students with different types and ability levels. The shortcomings of teaching venue facilities seriously restrict teaching innovation and quality improvement, limit the diversity and richness of physical education teaching activities, affect students' learning experience and learning effects, and have become one of the bottlenecks in the development of physical education in special education schools.

3.2 Suggestions

3.2.1 Promote Balanced Regional Development

Provincial education administrative departments should play a leading role, strengthen overall planning and policy guidance, and set up special support funds to focus on supporting physical education projects in special education schools in eastern, western, and northern Guangdong. The funds can be used for building and renovating stadiums, updating and supplementing sports equipment, introducing advanced information - based teaching equipment, etc., to improve the hardware conditions. The development of resource classrooms is based on a matching teaching staff. Therefore, when constructing special education resource classrooms, a cooperative form can be adopted. Teachers with special education experience can be appointed as resource teachers to plan the resource classrooms and be responsible for the planning and overall coordination of related activities ^[7]. A long - term mechanism for teacher exchange and cooperation among regions should be established. Key teachers from the Pearl River Delta region should be organized to provide teaching assistance in relatively backward regions, carry out joint teaching and research activities, teaching observations, and training to promote the sharing of high - quality educational resources and experience exchanges, improve the teaching level and educational concepts of teachers in backward regions, and gradually narrow the gap in the development of physical education among regions.

3.2.2 Optimize the Teaching Staff

In response to the defects in teachers' professional knowledge structure, a targeted training curriculum system should be designed and implemented. For example, advanced courses on physical education teaching methods and special training on sports training skills can be offered for teachers with a special education background. For teachers with a physical education background, courses on special education knowledge and methods, such as the psychological and behavioral characteristics of special students and the formulation of individualized education plans, can be provided. Increase the frequency and forms of training. In addition to traditional offline centralized training, make full

use of the Internet platform to carry out online training courses and remote teaching guidance, providing rich learning resources and interactive opportunities to meet the diverse learning needs of teachers. According to the actual situation of schools, such as school scale, student number, types and proportions of special students, scientifically and reasonably calculate the establishment of physical education teachers, optimize the allocation of teaching resources, and ensure that each school has a sufficient number of physical education teachers with excellent professional qualities to meet the teaching needs. It is necessary to emphasize both informatization and particularity, strengthen the construction of special education resources, optimize special education resources, attach importance to the informatization training of special education teachers, enrich training methods, and establish an effective informatization guarantee mechanism for special education schools.

3.2.3 Improve the Curriculum and Teaching System

Special education is an important part of educational development and plays an irreplaceable role in promoting the physical and mental rehabilitation of students with disabilities. However, due to the particularity of special education, it poses greater challenges to the professional qualities, knowledge, and teaching abilities of physical education teachers. Therefore, physical education teachers engaged in special education shoulder a more challenging and arduous teaching mission than ordinary teachers^[8]. Therefore, a curriculum research and development team composed of special education experts, physical education scholars, front - line physical education teachers, and student parents' representatives should be established. They should deeply study the physical and mental development characteristics and physical education needs of special students, and optimize the physical education and health curriculum setting in combination with national physical education standards. Enrich the teaching content by adding characteristic modules such as adaptive physical education, rehabilitation physical education, and popularization of physical education and health knowledge. Innovate teaching methods by introducing situational teaching methods, project - based learning methods, etc., to improve the fun and effectiveness of the curriculum. Establish a strict textbook selection and review system. Organize experts to evaluate and screen existing textbooks and recommend high - quality textbooks for schools to choose. Encourage teachers to compile school - based textbooks with local and school characteristics based on the actual situation of students in their own schools and teaching practice experience to improve the applicability and pertinence of textbooks. Continuously increase investment in the construction of teaching venue facilities, formulate clear construction standards and renewal plans, and ensure the safety, applicability, scientificity, and advancement of venue facilities to create a good hardware environment for physical education teaching.

4. Conclusion

Through this comprehensive and in - depth investigation and research, the current situation of physical education in special education schools in Guangdong Province in terms of school basic conditions, teaching staff, curriculum, and teaching has been systematically sorted out. Key problems such as unbalanced regional development, insufficient construction of the teaching staff, and curriculum and teaching problems have been accurately analyzed. Feasible countermeasures and suggestions such as promoting balanced regional development, optimizing the teaching staff, and improving the curriculum and teaching system have been put forward. These research results provide important reference bases and action guidelines for the reform and development of physical education in special education schools in Guangdong Province, which is helpful to promote the sustainable and healthy development of special education physical education. It ensures that special students can obtain higher - quality educational services in physical education, promotes the comprehensive improvement of their physical and mental health, social adaptation ability, and comprehensive qualities, and realizes the goals of fairness and quality improvement in special education.

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