

Research on Remedial Measures of Physical Education Teaching for Idiosyncratic Students based on Physical Education Fairness

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Abstract: In order to improve the quality of physical education in special education schools, further develop the physical education in special education schools, and take the teaching measures of ordinary school physical education as the frame of reference, combined with the characteristics of special education schools, analyze the teaching measures of physical education in special education schools: determine the objects of special education Educational diagnosis of physical education; the goal of physical education in special education schools; the selection principle of physical education content in special education schools; the teaching organization and teaching methods of sports in special education schools; and the development of individualized teaching plans.

1. Introduction

In recent years, in the guidelines, policies and regulations related to the development of special education, it is proposed that the blind school, deaf school, and Qizhi school implement nine-year compulsory education and clearly stipulate that sports is a compulsory course in the school syllabus. At present, with the comprehensive implementation of quality education, school sports reform is extremely active. In particular, the reform of the new curriculum standards in primary and secondary schools has brought the school sports reform into a fast and new era. According to the nature of educational objects, school sports can be divided into ordinary school sports and special education school sports. Compared with ordinary school sports, the development of school sports in special education is somewhat lagging behind. The theory of sports in special education schools generally copy ordinary school sports, and even replace ordinary sports teaching with ordinary physical education, which makes the development of sports theory in special schools backward, lack of theoretical support for sports practice, violates the law of special education, and seriously hinders the education of special education schools. development of. To this end, the article takes ordinary school sports as the frame of reference, combined with the characteristics of special education schools, from the object of education, the educational diagnosis of physical education, the goal of school sports, the selection principle of teaching content, teaching organization and teaching methods, and the development of individualized teaching. The plan analyzes the teaching measures of physical education in special education schools. The purpose is to provide a theoretical basis for the development of sports in special education schools, standardize physical education measures in special education schools, and improve the quality of physical education. Since the purpose of physical education classes is to make students happy and active, special courses cause physical education teachers to become relatively high-risk occupations. In the normal sports training, accidental injuries are inevitable, the policy responsibility is not clearly defined, the society and parents do not understand, the school is afraid to bear certain responsibilities and risks. Physical education teachers are everywhere, and it is difficult to realize their ideal physical education teaching ideas. As a result, many physical education courses are ineffective, let alone further care for students of idiosyncratic. The discussion on the sports education of specific groups is still in the spontaneous stage, and most of them are in the micro-teaching mode. Lack of systematic, intuitive, comprehensive and in-depth discussion, the incompleteness of theoretical research has caused the limitations of social, parental and school leaders to understand the physical education classroom of

idiosyncratic students, and has also led to discounts on classroom implementation. This paper attempts to sort out and summarize the relevant research results, expound the status quo of physical education for idiosyncratic students, point out some problems in reality, as well as the lack of targeted policies and regulations, the lack of theoretical basis, etc., and put forward personal opinions, and Individual expectations for classroom teaching of middle school physique students. For secondary school physical education teachers to refer to and correct.

2. Management of idiosyncratic students

First of all, to establish a perfect student physique file, by welcoming a letter from the parents, mobilize the students and parents to truthfully inform the students about their physical health and mental health. Check the students who have the disease to the hospital, and check the results according to the inspection results. Signed a safety management responsibility book to further clarify the obligations and responsibilities of family and school education in the safety management of idiosyncratic students, thus eliminating the loopholes and blind spots of management. Organizing teachers to seriously study the rescue and response knowledge of students with sudden illness, school Formulate students' emergency response plans. Idiom students should receive timely care in their study, extracurricular activities and daily life, laying the foundation for their successful completion of their studies and healthy growth.

Idiom students often do not participate in sports activities. They see other students enjoying happiness on the playground or on the stage. They also hope that they will participate in sports activities with their classmates one day, but the school and teachers are afraid of other safety accidents. They often do not arrange for them to take physical education classes, and gradually break their desires, create inferiority, become lonely, affect their studies and life. The author believes that the more these students, we should care about them and bring them to the playground. Chat with them and let them know about sports culture, sports events, etc., and let them share the fun that sports bring to our daily lives, ask them about their physical condition, find out their own sports highlights, strengthen their self-confidence, and guide them to be active. Participate in physical exercise, master your own training methods, learn self-monitoring, self-evaluation awareness, actively seek help from teachers and classmates, cultivate interest, develop habits, and participate in sports activities must follow the principles of physical exercise.

According to the theory that life is in sports and health first, idiosyncratic students should participate in sports activities, change their physical status through exercise, and cultivate sentiment in the playground instead of staying in the classroom. The physical education teachers should aim at the differences in physical fitness of these students. Develop different exercise methods, do not require physical education classes, but must participate, such as congenital heart disease, epilepsy, tuberculosis, high blood pressure students can attend classes in physical education classes, watch, sun, walk, according to the condition You can also do some freehand exercises, such as obesity and disability. You can also participate in jogging, freehand exercises, etc. According to their specific circumstances, they should be given personal exercise prescriptions and participate in sports activities. They should also be instructed to strengthen their nutritional regulation. Balance the diet, establish an active physical exercise attitude, and maintain a good attitude.

3. Specific measures for idiosyncratic students to participate in physical education activities

Each student chooses their favorite sports according to their own hobbies. We take into account the situation of idiosyncratic students when setting up the school-based curriculum, setting up chess, chess, darts, sports video games, organizing research study topics, Participate in social sports practice activities and other projects for them to choose, they can do the same credits as other students.

According to the requirements of the class, they will gather in a fixed position before the bell rings, and prepare for class. The students with idiosyncratic skills will also be in place with the team. The teacher will check the number of people and announce the content and discipline requirements.

Avoid them from leaving the class and act at will. Listen to the teacher's lectures, watch the teacher's demonstrations and students' exercises, and let them understand the basic skills and tactics of sports. According to the specific student's physical condition, appropriate physical exercise, such as obligatory students in compulsory track and field classes run by Students who have gone away, have diseases, do flexible exercises, arrange for students with disabilities to play Go, etc. In basketball, volleyball, and Table tennis classes, they can arrange for them to undertake referees, records, statistics, judges, etc. in sports teaching competitions. Apply for credit based on the performance of participating in these activities.

Each semester regularly organizes special physique students to hold some competitions, such as sports video games, chess, and go games, to cultivate sentiment, exchange ideas, cultivate the spirit of perseverance and hard work, and give appropriate credits according to the results of the competition. Physique students participate in mental health education, adjust their mentality, actively carry out psychological treatment, master scientific fitness and spiritual methods, guide them to actively participate in various social practice activities, expand their own survival, establish lofty ideals, and be useful to society. People.

4. Let the idiosyncratic students fully enjoy the joy of sports

Relying on the level policy support, the parents of the school are co-management, the teachers are highly responsible, the scientific guidance, the physique student union and the healthy students enjoy the joy of sports. The students with idiosyncratic differences are different, but can be found in each of our classes. There are a lot of schools, and they have the right to enjoy quality education. The higher education department only mentioned that students should not let the students with idiosyncraties have a safety accident. They did not propose how to treat these students, how to guide them to help them grow up healthily, and whether they can have certain The funds are used for their study and life, and they can also carry out some special sports and cultural activities for them, and send special teachers to counsel. Secondly, parents should communicate with the school teachers and participate in the physical exercise of the students. They should share responsibility. Don't shy away from shirking responsibility. Teachers should be highly responsible, scientific and patient guidance, special treatment for special students during class, more careful, more love, more care, timely attention to the health dynamics of idiosyncratic students, abnormalities found Take timely and effective measures, on a regular basis Communicate with the class teacher and the parents of the students, formulate the exercise plan, and feedback the exercise effect. The author believes that as a highly responsible, ambitious, professional ethics physical education teacher should not care about the students of idiosyncraties, and convey their voices to us through us. Teachers, schools, parents, education administration departments, and hope to attract the attention of the education administration and experts.

Scientific principles. Children with disabilities have greater physical and psychological differences than ordinary children. Before teaching, it is necessary to conduct teaching diagnosis. For example, deaf students can be divided into sputum and heavy hearing according to the degree of hearing loss; The whole hearing is extremely heavy, medium and heavy, and heavy hearing is divided into severe, moderate, mild and normal. Moreover, due to physiological defects, psychological defects such as impulsivity, susceptibility, and lack of compassion can be caused; at the same time, cognitive problems are also caused. Therefore, as a qualified special education physical education teacher, you must understand the medical and psychological knowledge, and set up scientific teaching content for students to diagnose. At the same time, according to the specific situation, the teacher can arrange the teaching content in the form of exercise prescription.

The principle of compensatoryness. Many studies have found that physical defects such as blindness, paralysis, dumbness, and mental retardation of students with disabilities are the first defects that lead to secondary defects in cognitive activities and emotional will. Therefore, when selecting teaching content, it is necessary to first determine whether the teaching object is blind, deaf or mentally retarded, and then conduct teaching diagnosis so that the defect compensation can be performed and the teaching effect can be improved. Social principles. The ultimate goal of

special education schools is that disabled students go out of school, go to society, and live like ordinary people. In the choice of teaching content, we must be more life-oriented and socialized, and cultivate students' self-reliance and self-reliance. We can combine sports games with basic physical skills, set different sports scenes that are close to life according to the characteristics of sports games, and develop students' social adaptability based on basic physical skills.

5. Conclusion

Students with idiosyncratic status are healthy and vulnerable groups in middle school sports. It is imperative for middle school sports to pay attention to the healthy development of idiosyncratic students. It should be based on the premise of caring for the psychological and physiological development of middle school students, from policies and regulations, curriculum design, teaching methods and strategies. In the improvement of other aspects, through the literature review, visit the physical education classroom of the survey of physique students, there is a clear and realistic understanding of the situation in the group sports education process. According to the results of the survey, some suggestions and opinions on the design of physical education curriculum and the teaching methods of physical education teachers are put forward.

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