

Research on the Innovation of Mass Sports Education Model for the Disabled from the Perspective of Integration of the Disabled and the Healthy

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Abstract: This study focuses on the innovation and development of mass sports education for people with disabilities, and explores the construction of sports education models from the perspective of integration of the disabled and the able-bodied. Sports activities for people with disabilities not only help to improve their physical fitness, mental health and social adaptability, but also enhance their sense of social participation and belonging, thereby improving their overall quality of life. However, the current sports education for people with disabilities still faces many challenges, such as insufficient facilities, shortage of educational resources, and insufficient social cognition. To this end, this study proposes the construction principles of a sports education model with fairness, integration, personalization and sustainability as the core from multiple perspectives, and explores the specific implementation path of the innovative education model. By promoting the integration of people with disabilities and able-bodied people, the innovative education model aims to increase the participation of people with disabilities in sports, enhance their sense of social identity, and provide theoretical support and practical guidance for promoting the social integration and physical and mental health of people with disabilities.

Keywords: Physical Education for People with Disabilities, Integration of the Disabled and the Able-bodied, Social Inclusion.

1. Introduction

Sports is an important means to promote social equity and integration. Especially for people with disabilities, sports are not only an important way of rehabilitation training, but also can enhance social participation and improve the quality of life. As an important part of social life, sports can effectively improve the physical fitness, mental health and social adaptability of people with disabilities, so that they can gain a sense of accomplishment and belonging in sports, thereby improving their overall quality of life. Sports can not only help people with disabilities recover and enhance their motor functions, but also cultivate teamwork spirit, enhance social skills, and further promote their integration into society. In the process of participating in sports activities, people with disabilities can build self-confidence, break through their own physical and psychological barriers, and improve their sense of control and happiness in life. In addition, sports activities for people with disabilities can also enhance the attention and acceptance of this group by the society, and promote the public to establish more inclusive and fair values.

In recent years, with the development of my country's social economy and the popularization of the concept of national fitness, the country has attached great importance to the development of sports for people with disabilities, and has issued a series of policies and plans to promote the construction of a sports education system for people with disabilities. For example, the Law of the People's Republic of China on the Protection of Disabled Persons clearly stipulates that the state shall take measures to promote the participation of disabled persons in sports and provide necessary guarantee conditions; the 14th Five-Year Plan for the Protection and Development of Disabled Persons further emphasizes the

need to strengthen the construction of sports infrastructure for disabled persons, improve relevant support systems, promote the integration of disabled persons and healthy persons, and improve the social integration of disabled persons. At the same time, the National Fitness Plan (2021-2025) also proposes to promote the development of sports for disabled persons, enable disabled persons to enjoy sports resources equally, and enhance the inclusiveness and accessibility of national fitness. The State General Administration of Sports, the China Disabled Persons' Federation and other departments have also continuously issued relevant documents to promote the development of sports education for disabled persons and encourage all sectors of society to participate in the construction of sports service systems for disabled persons. At the same time, some universities and research institutions have also begun to pay attention to innovative models of sports education for disabled persons, exploring how to integrate training methods suitable for disabled persons into ordinary sports courses to achieve integration of disabled persons and healthy persons. Although the introduction of policies has provided a good institutional guarantee for sports education for disabled persons, there are still some practical problems that restrict the development of mass sports for disabled persons in practice. First, the proportion of disabled people participating in sports activities is still low. Due to factors such as imperfect venues and facilities, insufficient social awareness, and economic conditions, many disabled people lack opportunities for physical exercise, and the popularity of physical education is still limited. Many disabled people find it difficult to participate in sports activities due to the lack of suitable exercise methods and professional guidance, which affects their physical health and social adaptability. Secondly, the current sports education

model is relatively single, mainly relying on special education schools or rehabilitation institutions, lacking universality and personalization, which makes it difficult for many disabled people to obtain sports courses suitable for their own situation. The current sports courses are mainly for healthy people, and the sports course system for disabled people has not yet been perfected. Especially in ordinary schools and social sports institutions, there are few sports courses for disabled people, which is difficult to meet the needs of different types of disabled people. In addition, the lack of sports resources is also an important factor affecting the development of sports education for disabled people. Sports facilities in many areas, especially in rural and remote areas, are difficult to meet the sports needs of disabled people. The lack of sports teachers and professional instructors has further limited the quality and coverage of physical education. In addition, the society's awareness and support for sports for disabled people still needs to be improved. Some members of the public do not have a good understanding of the value of sports for disabled people, believing that sports are only activities for healthy people, and ignore the rights and needs of disabled people in the field of sports. Due to the lack of relevant awareness, some families have failed to encourage their children with disabilities to participate in sports, resulting in a lack of opportunities for physical exercise since childhood. In terms of employment and social security systems, the training and career development support for disabled sports talents is insufficient, resulting in a shortage of relevant professionals such as disabled sports teachers and rehabilitation trainers, which further restricts the professional development of disabled sports education.

In the face of these problems, how to build a scientific and reasonable sports education model that meets the needs of disabled people, promote the integration of disabled and healthy people, and enhance the participation and social identity of disabled people in sports has become an important issue that needs to be solved urgently. Internationally, some countries have established a relatively mature sports education system for people with disabilities. For example, the United Kingdom, Germany and other countries have set up special sports courses for people with disabilities in school education and community sports, and encourage the development of sports activities integrating disabled and healthy people. These international experiences are of great reference significance for my country to build an innovative sports education model for the disabled. Therefore, this study will focus on the current situation, problems and challenges of mass sports education for people with disabilities, and explore innovative sports education models from the perspective of integration of disabled and healthy people, so as to promote the sustainable development of sports education for people with disabilities and provide theoretical support and practical guidance for building a more equitable and inclusive social environment. Through this study, we hope to provide practical sports education programs for governments, schools, sports institutions, etc., so that more people with disabilities can enjoy the physical and mental health and social participation opportunities brought by sports, and achieve the dual goals of sports equity and social integration.

2. Theoretical Basis of Mass Sports Education for People with Disabilities from the Perspective of Integration of the Disabled and the Able-bodied

2.1. Inclusive Education Theory

Inclusive Education Theory originated from the field of special education. It emphasizes that through reasonable educational means, individuals from different groups can receive education in the same environment to promote educational equity and social inclusiveness. This theory emphasizes that in the education system, the inequality of learning opportunities caused by individual differences should be minimized as much as possible to ensure that all students, including disabled students, can learn and grow in a relatively fair environment. In physical education, the application of inclusive education theory means that reasonable adjustments should be made in curriculum setting, teaching methods, venue facilities, etc., so that disabled students can participate in sports activities with healthy students and have equal exercise opportunities. For example, physical education teachers can adopt adaptive physical education teaching methods to enable disabled students to participate in sports activities within their abilities and enjoy the fun and benefits of sports by adjusting sports equipment, competition rules, sports methods, etc. In addition, inclusive education theory also emphasizes the shaping of the social environment. In physical education classes, teachers and healthy students should strengthen their understanding and support for disabled students, help them overcome sports barriers, and promote true integration of the disabled and the healthy.

2.2. Social Integration Theory

The Social Inclusion Theory advocates that society should eliminate discrimination and prejudice against people with disabilities and promote the social integration of people with disabilities through policies, education and social activities. The theory believes that society should provide equal opportunities for participation for all members to ensure that everyone can play their own value in social life and enjoy social resources. In the context of sports education for people with disabilities, the Social Inclusion Theory emphasizes that sports, a highly social activity, can effectively promote interaction and understanding between people with disabilities and healthy people, and improve the acceptance of the disabled group in society. For example, in school sports courses or community sports activities, organizing mixed sports teams to allow people with disabilities and healthy people to train and compete together can not only help people with disabilities enhance their self-confidence, but also enhance healthy people's understanding of people with disabilities and eliminate prejudice and stereotypes. In addition, the government and social organizations can provide more opportunities for people with disabilities to interact with society and promote the realization of social integration by establishing inclusive sports clubs and holding sports events for the integration of the disabled and the healthy. At the same time, the media should also strengthen the publicity of sports for people with disabilities, increase public attention, and create a more inclusive and diverse social and cultural atmosphere.

2.3. Exercise Rehabilitation Theory

Exercise Rehabilitation Theory believes that physical exercise can not only improve physical function, but also enhance mental health and improve the social adaptability of individuals. For people with disabilities, appropriate physical activities can promote muscle function recovery, improve cardiopulmonary endurance, enhance balance and coordination, and thus improve overall health. Exercise rehabilitation theory emphasizes that in the process of physical education, personalized exercise plans should be formulated according to the specific physiological characteristics and rehabilitation needs of people with disabilities. For example, for people with physical disabilities, low-impact exercises that help to enhance core strength and balance can be designed, such as sitting volleyball and wheelchair basketball; for people with visual impairments, running training or blind football can be conducted using auditory guidance. In addition to physical rehabilitation, exercise can also improve the mental state of people with disabilities, reduce negative emotions such as anxiety and depression, and improve self-esteem and self-efficacy. In addition, group sports activities can also enhance the social skills of people with disabilities, so that they can establish good interpersonal relationships and improve their social adaptability in the process of cooperation and competition with others. Therefore, based on the theory of sports rehabilitation, when innovating the sports education model, we should fully consider how to combine rehabilitation functions with physical training, so that sports activities can not only become an important means to promote the health of people with disabilities, but also serve as a bridge for social integration, helping people with disabilities to better integrate into society.

3. Analysis of the Current Situation of Mass Sports Education for People with Disabilities

Mass sports education for people with disabilities has made some progress in my country in recent years, but it still faces many challenges and problems in the actual operation process. At present, the proportion of people with disabilities participating in sports activities is low, the relevant education model is not perfect, and the level of social cognition is limited, resulting in low sports participation and benefit of the disabled group. This chapter will analyze the current situation of mass sports education for people with disabilities in my country from multiple dimensions, find out the existing problems, and provide ideas for future innovation and development.

In recent years, although the country's attention to the disabled group has gradually increased and the opportunities for people with disabilities to participate in sports activities have gradually increased, survey data show that the proportion of people with disabilities participating in sports activities in my country is still low and is limited by various factors. Specifically, the current situation of people with disabilities participating in sports can be analyzed from the following aspects:

3.1. Insufficient Venue Facilities

Accessible sports facilities are one of the basic conditions for people with disabilities to participate in sports activities. However, although the policy level has clearly put forward

the requirements for the construction of barrier-free facilities, many sports venues, especially in rural and remote areas, have not been equipped with complete barrier-free facilities. This makes people with disabilities face many difficulties in their daily lives and it is difficult for them to participate in sports activities conveniently. For example, the passages of many sports venues are not wide enough for disabled people to pass through; or the facilities inside the venues, such as toilets and seats, fail to fully take into account the special needs of disabled people, limiting their opportunities to participate in sports activities. In addition, although some existing facilities meet the basic standards, they fail to provide sufficiently diverse sports, resulting in disabled people being unable to choose appropriate sports activities according to their needs. Therefore, the lack of venue facilities directly affects the sports participation rate of the disabled group.

3.2. Shortage of Educational Resources

The lack of sports education resources for disabled people is one of the important factors affecting their sports participation. At present, sports education for disabled people is mainly concentrated in special education schools or community sports activities, and the educational resources of these institutions are mostly limited. Many special education schools and community organizations lack professional physical education teachers and rehabilitation coaches, resulting in the disabled group being unable to obtain scientific and effective sports guidance. In particular, in some areas, the professional training of physical education teachers and rehabilitation coaches is insufficient, resulting in their inability to provide personalized and professional sports courses and training according to the different needs of disabled people. In addition, many existing sports courses are relatively single in content, overly focused on basic rehabilitation training, lack of rich sports projects and activities, unable to stimulate the interest and enthusiasm of disabled people, and also limit their opportunities to gain higher confidence and sense of achievement in sports activities.

3.3. Insufficient Social Cognition

Society's cognition of sports activities for people with disabilities is still relatively limited, and there is a general underestimation of the sports potential and ability of people with disabilities. Many people hold the traditional concept that "people with disabilities cannot participate in sports activities" or "sports activities are not beneficial to people with disabilities", and believe that it is not only meaningless for people with disabilities to engage in physical exercise, but it may also increase their physical burden and even increase the risk of injury. The existence of this concept has led to a low willingness for people with disabilities to participate in sports activities and a lack of social support. At the same time, many families of people with disabilities have not fully realized the positive role of sports activities in the physical and mental health of people with disabilities. Many parents still believe that sports activities have no obvious role in promoting the rehabilitation or growth of their children, and therefore fail to provide their children with enough opportunities for physical exercise. In addition, due to the limitations of social cognition, the support for people with disabilities in society is relatively weak, and many people with disabilities find it difficult to enjoy the sports resources and social care they deserve. This not only limits their

opportunities to participate in sports activities, but also reduces their sense of social integration and belonging.

4. Innovative Construction of Mass Sports Education Model for People with Disabilities from the Perspective of Integration of Disabled and Healthy People

4.1. Principles of Model Construction

When constructing a mass sports education model for people with disabilities, we must first follow certain basic principles to ensure that the model can effectively meet the diverse needs of the disabled group and promote their physical and mental health development. The first principle of constructing the model is fairness. The participation of people with disabilities in sports activities is often limited by many factors, one of the most critical factors being the lack of equal opportunities and resources. In this context, the sports education model should ensure that people with disabilities can enjoy the same opportunities as healthy people. This is not only about providing appropriate sports facilities and activity content, but also about cultural and social recognition, ensuring that every disabled person can feel fair treatment in sports activities and avoid being excluded due to prejudice, discrimination or lack of cognition. Through the principle of fairness, people with disabilities can equally enjoy the benefits of sports education, which not only promotes physical health, but also makes great progress in social interaction, emotional communication and other aspects. In addition, integration is another core principle that must be followed when constructing a sports education model. The ultimate goal of sports education is to achieve integration of disabled and healthy people, so that people with disabilities can participate in sports activities together with healthy people. People with disabilities are not only beneficiaries, but also important participants and contributors to sports activities. To achieve this goal, the design of sports activities should focus on inclusiveness and overcome the "isolation" characteristics of traditional sports education. By interacting and competing with healthy people, people with disabilities can break through their own limitations and enhance their self-confidence. At the same time, it also helps the healthy group to better understand people with disabilities, eliminate prejudices, and promote social integration. The principle of inclusion is not only reflected in the form and content of activities, but also should be permeated into the cultural atmosphere of education so that every participant can feel equality, respect and acceptance. At the same time, the principle of personalization is another key factor in promoting the successful implementation of the sports education model for people with disabilities. The disabled group is very different, with different types of disabilities, degrees of disabilities, physical conditions and interests and hobbies, which requires that the sports education model must be highly flexible and targeted. The personalized education model not only needs to formulate different course contents according to the different needs of people with disabilities, but also needs to be customized in terms of teaching methods, teaching progress, exercise intensity, etc. Through personalized design, the interest and enthusiasm of people with disabilities in participating in sports activities can be effectively improved, helping them to improve their physical fitness and cultivate

sports skills in a way that suits them, while enhancing their sense of social participation and belonging. Finally, the principle of sustainability is also crucial. When constructing a sports education model for people with disabilities, we must consider the sustainability of the education model from a long-term development perspective. Sports education cannot just stop at short-term rehabilitation training and activity participation, it should provide support for the long-term development of the disabled group. This means that the education model should not only focus on the improvement of the physical fitness and rehabilitation effects of sports activities on the disabled, but also focus on the cultivation of their social integration ability and the positive psychological effects of sports activities. In order to ensure sustainability, the government and all parties in society should continue to invest in policies, funds, resources, etc. to form a virtuous cycle mechanism. In addition, sustainability is also reflected in the continuity of education. Through regular curriculum updates, teacher training, and the improvement of the social support system, people with disabilities can enjoy high-quality sports education services for a long time, thereby truly achieving a comprehensive improvement in physical and mental health.

4.2. Innovative Education Model

Innovative sports education models for the disabled are an important path to promote sports participation and social integration of the disabled group. Traditional sports education for the disabled often relies on special education schools and rehabilitation institutions. The model is relatively single and lacks flexibility and universality. In order to break through these limitations, the innovative education model must be systematically designed from multiple dimensions, taking into account the diverse needs of the disabled group, the improvement of social participation and the integration with the healthy population. The innovative education model should make breakthroughs in content, methods, platforms and evaluation mechanisms, make full use of modern technology and social resources, and provide more personalized, participatory and sustainable physical education for the disabled.

First, the innovative sports education model should focus on interdisciplinary integration, integrate knowledge from multiple fields such as sports, rehabilitation, and psychology, and build a diversified curriculum system. In addition to traditional physical exercise, the course content can add elements such as psychological counseling, social skills training, and emotional communication according to the needs of the disabled, so as to enhance the comprehensive effect of sports activities on the disabled. For example, psychological adjustment training can be added to the sports course to help the disabled regulate their emotions, enhance their self-confidence and improve their mental health through sports. In addition, the course content should also take into account the special needs of different types of disabilities, design targeted sports projects, such as wheelchair basketball, blind football, deaf volleyball, etc., to ensure that the disabled can participate in sports activities according to their own characteristics.

Second, the innovative education model should make full use of the advantages of modern science and technology, especially the application of information technology and intelligent means. For example, using virtual reality (VR) and augmented reality (AR) technologies, people with disabilities

can simulate various sports scenes in a safe environment, interact and exercise in real time. The introduction of this technology can not only stimulate the disabled's interest in sports, but also provide real-time feedback through smart devices to help them self-regulate during exercise. For disabled people with limited mobility, virtual sports platforms can also simulate sports experiences in different environments to improve their participation and effectiveness in physical exercise. In addition, the establishment of online education platforms also provides more learning opportunities for people with disabilities. Through online courses and remote tutoring, people with disabilities can participate in physical education anytime and anywhere without geographical restrictions.

In the design of innovative education models, social participation is also a crucial link. In order to achieve the integration of people with disabilities and healthy people, sports activities should be open and shared to encourage the participation of people with disabilities and healthy people. By setting up mixed sports events, such as ball games played by mixed teams of people with disabilities and healthy people, it can not only enhance the sense of social integration of people with disabilities, but also enhance the understanding and respect of people with disabilities by healthy people. Socialized sports activities are not limited to schools and communities. Through cooperation with social resources such as enterprises, non-governmental organizations, and sports clubs, more public disabled sports games and public welfare sports events can be held to enhance the social exposure and participation of disabled people.

In addition, innovative education models should also focus on the innovation of evaluation and feedback mechanisms. Traditional evaluation methods often focus too much on performance and competitive level, ignoring the spiritual and social value of disabled people's participation in sports activities. The new evaluation system should pay more attention to the impact of sports activities on the mental health, social skills, and emotional development of disabled people, and establish multi-dimensional and multi-level evaluation standards. Through indicators such as sense of participation, sense of achievement, and social recognition, the effectiveness of sports education for disabled people is comprehensively evaluated to ensure that the education model not only focuses on physical health, but also promotes the growth of disabled people in social interaction and self-value realization.

4.3. Curriculum System Design

Innovation of the curriculum system of mass sports education for disabled people is the core of ensuring that disabled people can fully and effectively participate in sports activities. The design of the curriculum system should start from the diversity of disabled people, meet the special needs of different types of disabilities, and focus on the popularity and flexibility of physical education. A successful curriculum system should not only provide a variety of physical exercise content, but also promote the comprehensive development of physical, psychological, and social aspects, so as to improve the overall quality of life of people with disabilities. When designing a curriculum system, the curriculum content, teaching methods, evaluation standards, and resource allocation should be considered comprehensively to ensure that physical education can truly help people with disabilities realize their self-worth and social integration.

First, the curriculum content should be diverse and personalized, and tailored according to different types of disabilities and personal characteristics. Different types of disabled people have differences in physical function, motor ability, cognitive ability, etc. The curriculum system should design inclusive sports programs based on these differences. For example, people with physical disabilities can participate in suitable sports such as wheelchair basketball and sitting volleyball; people with visual and hearing disabilities can participate in sports through sensory stimulation such as touch and sound, such as blind football, sign language basketball for the hearing impaired, and other projects. In addition, the curriculum should also focus on the diversity of sports, combine the characteristics of traditional sports and special sports, and provide flexible options so that every disabled person can find a suitable exercise method for himself.

Secondly, the step-by-step teaching method is the key to the design of the curriculum system. There are great differences in the starting point and ability of physical exercise among people with disabilities. The course should start with basic physical exercise and gradually transition to higher-level sports skill training. When designing the course, the appropriate teaching difficulty should be set according to the physical condition, sports experience and psychological state of the participants, avoiding too high or too low difficulty requirements. The course can be implemented through a hierarchical and modular teaching method. The primary stage focuses on the cultivation of basic physical training and basic sports skills, the intermediate stage gradually introduces competitive and cooperative projects, and the advanced stage adds more competitive training and teamwork elements. In order to promote the comprehensive development of physical and mental health, the course should focus on the multi-dimensional benefits of physical exercise. In addition to strengthening physical exercise and sports skills, the curriculum system should also consider the cultivation of mental health and social skills. For example, sports courses for psychological disorders, such as relaxation training, emotion regulation exercises, meditation training, etc., can be designed to help people with disabilities relieve stress and improve their mood. In addition, sports activities themselves should also become a social interaction platform. By organizing group sports projects for the participation of disabled and healthy people, it can promote the cultivation of social skills, help people with disabilities establish social connections, and improve their social adaptability.

The design of the curriculum system also needs to make full use of modern scientific and technological means to provide a more personalized and flexible teaching experience. For example, with the help of smart wearable devices, virtual reality (VR), augmented reality (AR) and other technologies, a more intuitive and vivid sports experience can be provided for people with disabilities, and real-time feedback and data analysis can be carried out according to the specific situation of each participant. Through intelligent equipment, people with disabilities can not only get more accurate exercise suggestions, but also adjust the intensity of exercise in time through data monitoring to avoid sports injuries.

In terms of evaluation and feedback, the curriculum system design should set reasonable evaluation standards and focus on comprehensive considerations of physical, psychological, social and other aspects. Traditional evaluation systems often focus too much on competitive performance and physical fitness levels, while ignoring the positive role of physical

education in the self-confidence, social ability, emotional regulation and other aspects of people with disabilities. Therefore, the new evaluation system should cover multi-dimensional indicators such as motivation, emotional changes, social interaction, and mental health of people with disabilities to participate in sports activities, and encourage participants to achieve self-improvement and social integration through sports.

In addition, the curriculum system should also focus on the deployment and professional training of teaching staff. To ensure that the course can be implemented efficiently, the teaching team should include experts in multiple fields such as sports professionals, rehabilitation experts, and psychologists to ensure that personalized teaching services can be provided for the special needs of people with disabilities. Teachers should also regularly participate in relevant training, learn the latest teaching methods and techniques, and keep their teaching levels up to date.

4.4. Teacher Training and Social Support

Teacher training and social support are key links in innovating the mass sports education model for people with disabilities. To achieve the full integration of the disabled group and their active participation in sports activities, it is necessary to start from the two aspects of improving the professional quality of teachers and strengthening the social support system, forming a strong guarantee mechanism, and providing a foundation for the sustainable development of sports education for people with disabilities.

First of all, teacher training plays a vital role in sports education for people with disabilities. The sports education of people with disabilities is different from that of ordinary students. Teachers not only need to master sports skills and teaching methods, but also have knowledge of multiple disciplines such as rehabilitation, psychology, and sociology. Therefore, professional training for teachers should adopt a multidisciplinary and cross-field training model. Education departments and relevant institutions should regularly hold training courses and seminars on sports education for people with disabilities to help physical education teachers, rehabilitation therapists, and psychological counselors understand the special needs of people with disabilities and master teaching skills and methods suitable for people with disabilities. For example, the teaching skills of special sports such as wheelchair basketball and blind football should be taught to teachers through professional training courses. In addition, teachers should learn how to identify and deal with physical and psychological obstacles that students may encounter during physical exercise, and learn to help disabled students overcome difficulties and maintain motivation to participate actively by adjusting exercise intensity and providing psychological support. Curriculum design and evaluation are also key contents of teacher training. Teachers need to design personalized exercise programs based on the physical conditions, cognitive abilities and psychological needs of people with disabilities. In order to improve teaching effectiveness, teachers should flexibly use evaluation tools, adjust teaching content and methods in real time, and ensure that every student can gain progress and satisfaction in sports activities that suit them. At the same time, teachers should focus on cultivating students' self-evaluation ability so that they can perceive their own growth in sports and adjust their exercise plans according to their needs.

Secondly, social support is crucial to promoting mass

sports education for people with disabilities. Social support is mainly reflected in the attention, participation and funding of sports education for people with disabilities by the government, social organizations, enterprises and the public. Government departments should provide institutional guarantees and financial support for sports education for people with disabilities by formulating and improving relevant policies. For example, further strengthen the construction of barrier-free sports facilities, promote sports suitable for people with disabilities across the country, and ensure that people with disabilities can enjoy fair sports education resources. In addition, the government should increase financial investment in sports education projects for people with disabilities, support sports organizations and educational institutions for people with disabilities to carry out more social activities, and expand the participation and social recognition of people with disabilities.

The participation of social organizations and public welfare groups is also crucial. Many social organizations and charitable foundations have begun to pay attention to the sports and rehabilitation issues of people with disabilities, and promote the development of sports education for people with disabilities through donations, organizing activities, and providing volunteer services. As part of society, enterprises should also play their social responsibility and support sports education for people with disabilities by providing funds, equipment, volunteers and other resources. For example, companies can donate equipment suitable for sports for people with disabilities, or offer sports courses for disabled employees within the company to help them achieve comprehensive development of physical and mental health.

In addition, the impact of public cognition and attitude on sports education for people with disabilities cannot be ignored. The general cognition and acceptance of society directly affect whether people with disabilities can confidently participate in sports activities. Improving public awareness of sports for people with disabilities and eliminating prejudice and discrimination against people with disabilities through media, educational institutions and social activities will help enhance the confidence and motivation of people with disabilities to participate in sports activities. Social units such as schools, communities and families should strengthen their care and support for the disabled, create a respectful and inclusive social atmosphere, and provide a more relaxed environment for the disabled to participate in sports activities.

Finally, schools and communities should also play an active role. In the school education system, physical education courses should include the special needs of the disabled, and teachers should provide appropriate sports and training content according to the different situations of students; at the community level, more open sports venues and activities should be provided to encourage healthy people and disabled people to participate in sports together and enhance social integration.

The construction of the mass sports education model for the disabled should follow the principles of fairness, integration, personalization and sustainability to ensure that the disabled can participate equally and benefit from sports activities. Innovative education models need to break through the traditional framework, integrate multidisciplinary knowledge, and use modern scientific and technological means to design a curriculum system that meets the needs of the disabled. The course content should be diversified and personalized, and through a step-by-step teaching method, it should improve the

comprehensive quality of physical, psychological and social aspects. In addition, teacher training and social support are key. Teachers need to have a multidisciplinary background, and all sectors of society should strengthen their support and attention to the physical education of the disabled. Ultimately, through the joint efforts of the whole society, people with disabilities can achieve physical and mental health, social integration and self-worth through sports activities.

5. Conclusion

As an important means to promote social equity and integration, sports have irreplaceable value in the disabled population. It can not only improve the physical fitness and mental health of people with disabilities, but also enhance their social adaptability, help them gain a sense of accomplishment and belonging in sports, and thus improve their overall quality of life. At present, with the support of policies and social attention, mass sports education for people with disabilities in my country has made some progress, but it still faces multiple challenges such as insufficient venues and facilities, shortage of educational resources, and limited social cognition. The innovative sports education model based on the perspective of integration of the disabled and the able-bodied provides more inclusive and diverse sports participation opportunities for people with disabilities by following the principles of fairness, integration, personalization and sustainability. The interdisciplinary integrated curriculum design, the application of modern technology and the socialized sports activities not only enrich the sports experience of people with disabilities, but also build a bridge for the integration of the disabled and the able-bodied. At the same time, the improvement of teacher training and social support system provides a solid guarantee for the

sustainable development of sports education for people with disabilities. In the future, we should further promote policy implementation, optimize resource allocation, enhance social cognition, and build a more complete sports education system for people with disabilities. Through the joint efforts of the whole society, people with disabilities will be able to achieve the dual goals of physical and mental health and social integration through sports activities, truly enjoy the equality and dignity brought by sports, and contribute to building an inclusive and harmonious social environment.

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