

Discussion on the Development Process and Enlightenment of Integrated Education in Finland

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Abstract

Integrated education advocates that disabled children have the right to receive education equally in ordinary schools. The concept of integrated education means that all children should receive education together in ordinary educational institutions, regardless of their gender, race and physical conditions, which has become the main trend of the development of special education worldwide. And Finland as a fusion education implementation effect is significant country, the development of integration education began in the field of general education comprehensive school reform, since the 1950s, Finland created for special children service institutions, in the 1990s, with the development of integration education, the Finnish government gradually realize the importance of integration education for special children, so the Finnish government put forward the new model of early integration education, namely the special education model, this model can promote the real integration of children in daily education and teaching activities. After that, Finland has taken positive measures to strengthen the number of teachers in integrated education, improve relevant policies and regulations, and develop advanced education models, which are worth learning from and learning from all countries.

Keywords: Finland, integrated education, special children, equality

Integrated education refers to letting children with special education needs enter general education places, and ordinary students jointly receive the form of education, emphasizing that special children need to receive the same education rather than isolation environment as ordinary children in a normalized education environment. At the same time, integrated education also means that all children will be paid attention to, which means that the social participation of all children will greatly reduce the social exclusion phenomenon. (He, Q, 2008) At the same time, schools will produce a fundamental change, such as increasing the resources for general education teaching, giving children in integrated education the opportunity to be trained in mainstream schools.

Before the 1950s, special children were discriminated against due to their own defects. After the 1960s, the Nordic countries underwent great changes in the concept of integration education. In Finland, as the seventh largest country in Europe, the Finnish government still insisted on increasing the development of integrated education even in the severe economic downturn. It is for this reason that the government actively creates conditions to provide opportunities for special children to receive integrated education and give much attention to children with special needs.

1. The Development Process of Integrated Education in Finland

1.1 *The Child Day Care Act (The Acton Children's Day Care)*

First, in 1973, the Finnish government issued the "Child Day Care Act" (the Acton Children's Day Care), which stipulates that every child can be educated to have a normal life and study regardless of the child's condition in the ordinary school. The Government of Finland also requires local governments and educational administrations to ensure that ordinary schools provide special children at the same level of education, and the introduction of special children to different ages, from kindergarten to high school, and include children with physical and mental disabilities, but also with special needs due to cultural or language factors.

1.2 *"Healthy Baby Screening" (Well Baby Screening) Plan*

At the end of the 20th century, the Finnish government started out a special integrated education for preschool children, taking into account the importance of special early childhood prevention. That is, during the period of a fetus from the mother to the age of seven, it needs to undergo regular examination by the relevant institutions as a preventive screening. Such early intervention is a kind of early detection, can timely find special children and

children with special needs, thus early intervention and diagnosis, not only conducive to the development of special children, can also reduce the pressure of special children parents, and for special children into the kindergarten fusion education laid the material foundation, for the development of Finnish integration education provides demand and thrust, and buffer time. (Wang, H.-X., 2016)

1.3 Special Teacher Mode

In the mid-1990s, with the development of integration education around the world, Finland has more and more special needs children into schools for professional help, there are more and more special need parents hope later children can implement the integration of children, make their children also partner with peers, so in order to make integration education really shared for the people, the Polish government put forward a new model of early education: to promote many special children can really integrate with ordinary children, and get special needs support. Under this positive mode, education institutions at all levels according to their own needs and the characteristics of special children (He, Q, 2008), hire a number of full-time special teachers to participate in the process of fusion education, and in the process of special children teaching reasonable guidance, also provide individual education plan, so the ideology of fusion education is more and more mature. This model has also laid a lot of theoretical and practical foundations.

In this new model, Many teachers of special education can become part of the general schools, They can learn their own educational model with ordinary teachers, Spread special education in their own time can really be other teachers to gain effective expertise, More special young people in the process can be helped: such as group consultations, personal work, peer communication, organizing gatherings, etc.. But this model also has some drawbacks, for example, Some scholars think that this is just to save educational costs, and can not really have a positive effect on the development of special children. Let special children go to school nearby and get along well with ordinary children. For (Yu, G.-W., 2018) in general, this model of mutual help has been favored and imitated by many other educational institutions in Finland, greatly promoting the maturity and development of integrated education in Finland.

1.4 Non-Time Full-Time Special Education

Finland enacted the Comprehensive School Act (Comprehensive School Act) in 1968, the new Basic Education Act (Basic Education Act) (Yu, G.-W., 2018) in 1998, and from 1994 to 2007, the proportion of disabled students studying in ordinary teachers increased from 0.2% to 4%, while the proportion of disabled students in special schools decreased from 1.9% to 1.4%. In 2007, the percentage of students in isolated special schools was only 1.4%.

2. The Model and Characteristics of Integrated Education in Finland

2.1 Pay Attention to Early Detection and Intervention

The Government of Finland requires local educational institutions to pay attention to the management and observation of children's daily life. Once the presence of special children is found, treatment and intervention measures, i. e. As the guardians of children, parents need also assume the responsibility for special children, and the government to organize special family early intervention to promote the implementation of integrated education.

2.2 To Give Local Schools and Teachers Sufficient Autonomy in Education

Local schools have the rights of independent management of teachers and children, and can according to the government's purpose and the status of school children formulate corresponding education policy, reasonable arrangement of courses and extracurricular activities, give special children enough care, in various educational activities, strive to eliminate the differences between ordinary children and special children, strive to promote the full participation of all children. (Pei, Q.-L., 2011)

2.3 The View of Partial Integration Exists

Part integration education is different from complete integration education, fully integrated special needs have special support, but part of integration education, is a special needs students into a regular classroom activities, so that the student can accept with other students without special need education at the same time, but as special education workers must provide corresponding assistance. Graham, L. (2011) shows that special children have the opportunity to have access to students in general education, but also let them get the help of resource classrooms and special education classrooms, so that students can join the ongoing prepared and unprepared teaching activities with children of their age without special needs.

3. Enlightenment of Finnish Integrated Education to Integrated Education in China

3.1 The Government Plays a Leading Role in Integrated Education, Reflecting Direct Intervention, Educational Legislation and Funding Allocation

In the development process of integrated education, the government should become the core support for the development of special education. Therefore, the establishment and improvement of how to strengthen the guidance and management of education laws and regulations is also the key factor and prerequisite to promote special children to enter into general education and teaching institutions.

3.2 Comprehensive Adjustment of General Education and Special Education Courses, and Develop and Design Integrated Courses to Meet Children's Special Needs

The pace of school basic education curriculum reform in Finland has never stopped, especially in the continuous establishment of integrated education field. This not only reflects the spirit of the curriculum reform of basic education, but also has the characteristics and highlights of integrated education. From administrative management to teacher training are conducive to enriching and promoting the comprehensive deepening of the education curriculum reform. Therefore, we should not only emphasize that facing the whole body, but also pay attention to individual differences, formulate individual teaching plans, and should not ignore the equilibrium when emphasizing the particularity. Therefore, it is very urgent to integrate, debug, develop and design the general education and special education courses.

3.3 Cultivate and Integrate New Teachers to Promote the Reform and Improvement of Teacher Education

The essence of integration refers to the teachers who implement education in the environment of integration education, who have the knowledge, skills, emotional attitude and other ability to adapt to this environment. In the day care program, (Xin, L.-X., 2018) Finland mentioned that special children need to receive normal study and life in school, and also need to receive the guidance of specially integrated education teachers. Only by giving professional guidance and encouragement to special children can the needs of special children themselves and the expectations of their parents be met. But our country qualified and professional level of education teachers, specialized fusion education teachers training basic in a vacancy, so we should promote some general teachers into fusion teachers, to improve the quality of fusion education, we can start from the following four aspects: before and post integration, special education and general education, theory and practice, the integration of quantity and quality.

In conclusion, the development and model of integrated education in Finland are worth our absorption and reference, but the problems in the development are worthy of our need to abandon its dross, such as education is too serious. Due to the different conditions of different countries, the integration of special children education in the specific implementation process, when we on the development of Finnish integration education and mode of preliminary comparison and discussion, can find the experience and practice to promote the further development of national integration education, constantly promote the development of special children.

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