

Familial and Educational Attitudes towards Children with Special Needs in China and Thailand

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Abstract

Attitudes towards children with special needs vary around the world and may vary in different parts of the same country. For most Buddhist Thais, the birth of such a child indicates sins committed in the past and karmic consequences. For those of Sino-Thai lineage, such a child may indicate good fortune to come. Meanwhile, in China, many parents will refuse to accept a clinical diagnosis and will return to consult doctors numerous times in the hope of obtaining a second opinion. They may refuse to acknowledge the situation until the child is seven years old and able, therefore, to be admitted to a school specializing in treating children with special needs. Across Thailand, teachers have comparatively high social status and a greater proportion of the national budget is spent on education than in China (although there remain significant problems in the Thai education system). Spending on education for children with special needs is also lower in China and the Chinese system requires teachers to advance through knowledge acquisition, which means few teachers are able or willing to teach children with special needs. By contrast, the Thai system attempts to imbue teachers with an awareness of ethics and encourages a loving relationship between teachers and children and inculcate cooperation among students. This paper is based on qualitative research in both countries concerning the treatment of children with special needs and the production of teachers to help teach them. Insights are drawn and some initial policy recommendations made.

Keywords: China, education, special needs children, special needs education, Thailand

1. Introduction

Since ancient times, every country has different levels of prejudice against people with disabilities. There are many reasons for this phenomenon, such as the strange appearance of disabled people, their uselessness to the society and people would be looked down on others if making friends with disabled people (Tang Shengqin, 1998). And some people over-sympathize with the disabilities, someone fearing of them. With the progress of society, human civilization is growing, people's attitude toward disabled people is also improving. The attitude toward children with special needs is one of the measures to measure social equity, equality of human rights, and social progress. As for the children with special needs, the two most closely environments are familial environment and educational environment (Doris Adams Hill, Sapin Sukbunpant, 2013). The most important thing in a familial environment is the attitude of parents. Parents' attitudes towards children with special needs directly affect the children's growth and future development. If parents have the attitudes of acceptance and recognition of children with special needs, these children will grow up in the normal family environment, form a sound psychology and personality, and will be received professional treatment and intervention early, and reduce the negative impacts that come from disability as much as possible, decrease obstacles in children's future. If parents' non-acceptance and non-recognition of having such children will not only physically affect the children's growth and development, but also cause greater damage to the children's psychology, and cannot be promptly admitted to professional institutions for treatment and intervention, it also can increase the obstacles to the children's future development. Educational environment towards children with special needs also directly affect the children with special needs. In addition to growing up in families, school education is an important stage for children with special needs. Being educated makes people ideological, knowledgeable, and capable. For children with special needs, receiving education not only enhances their own cultural literacy can also be

integrated into the collective, which will greatly help them adapt to society and integrate into society (Wang Yan, Li Huan, Mo Chunmei & Zhang Yao, 2013). Taking a positive educational attitude towards special children helps them develop. Education attitudes are reflected in many aspects, such as national education policies, education funding, special education teacher training, special education teacher attitudes and so on. This paper chooses China and Thailand to compare the differences between the two countries in treating children with special needs from two aspects: familial and educational attitudes.

2. Literature Review

Some scholars in China have studied the attitudes of parents of children with special needs. Jiang Qindi wrote, parents of children with autism have a relatively low acceptance attitude, which leads their child's degree of disability deepens (Jiang Qindi, 2014). Xu Yuan wrote the performance of problem-solving skills, self-confidence, acceptance, and mental flexibility of special children's parents as a whole has increased gradually as income levels increase. Junior high school and below, high school or secondary school, college and above, among the parents of special children with three educational backgrounds, those with higher education scores have higher self-confidence scores than those with lower academic qualifications. Parents of children with mental retardation and autism have lower performance in mental support, optimism, and acceptance than parents of hearing impaired and visually impaired children. The father's performance in control and self-confidence are significantly better than those of special children's mothers (Xu Yuan, 2010). Many studies on parents' attitudes towards children with special needs are for other research purposes. For example, to explore what reason can influence the parental acceptance of children with special needs, exploring which type of special children parents are more acceptable, etc.. There are few specialized studies on the attitudes of these parents who own children with special needs.

Many articles on the attitudes of parents of children with special needs in Thailand have written about the influence of Buddhist culture. For example, Stacy L. Carter mentioned that the culture of Thailand has historically promoted mixed feelings regarding children with disabilities, the Buddhist religion in Thailand considers good and bad fortune in a current life to be based upon the attainment of merit through actions considered good in a previous life, this traditionally promotes a belief that knowledge is associated with age, position and current status which is bestowed because of actions in a previous life (Jeffrey B. Kritzer, 2014). Proyer wrote the essential role Buddhism plays in the lives of the interviewees. The coping processes for parents when learning that their children are disabled are strongly related to their religious (non-) practice (Michelle Proyer, 2015). Many scholars also describe the impact of Buddhism on Thai parents.

For the attitude of education for children with special needs, the hot topics of Chinese scholars are surveying of attitudes towards inclusive education among ordinary teachers, especially the attitudes of preschool teachers towards children with special needs. For example, Zhao Hong wrote, Ordinary kindergarten teachers have less knowledge of children with special needs, teachers only can accept children with special needs who are not very low levels, teachers have insufficient support for special education professional knowledge, and implement inclusive education (Zhao Hong, 2017). Zhang Yingpo wrote, According to the results of the current survey data, there is still room for improvement in the inclusive education attitude of Chinese preschool teachers (Zhang Yingpo, 2017).

The hot topics of Thai scholars is also surveying attitudes towards inclusive education among ordinary teachers, coverage includes preschool education, primary education, and secondary education, etc., such as A Comparative Study of Teacher's Opinions Relating to Inclusive Classrooms in Primary School in Indonesia and Thailand wrote by Pennee Kantavong, Sermsap Vorapanya wrote that Buddhist Ideology towards Children with Disabilities in Thailand: Through the Lens of Inclusive School Principals refer to Preschools, Primary Schools, and Secondary Schools. At present, the discussion on inclusive education is an international trend. China and Thailand have also conducted many studies on this topic.

3. Methods

In order to obtain familial and educational attitude towards children with special needs, the researcher interviewed 20 parents (10 Chinese and 10 Thais) who have children with special needs. 20 front line special education teachers (10 Chinese and 10 Thais). 20 higher education teachers who teach special education subject (10 Chinese and 10 Thais).

10 Chinese parents come from Beijing, Liaoning, Hunan, Guizhou, Anhui, most of the parents interviewed in this study live in Beijing. 10 Thai parents come from Bangkok, Lopburi, Supanburi, Nakornpratom, most of the parents interviewed in this study live in Bangkok. Most of these parents are parents of children with physical disabilities, children with autism, children with abnormal emotional behaviors and children with mental

retardation, among which parents of children with autism have a relatively large proportion.

10 Chinese first line special education teachers (including inclusive school teachers) all come from Beijing's schools. 10 Thai first line special education teachers (including inclusive schools teachers) all come from Bangkok's schools. The front line teachers in China and Thailand are composed of two parts. One is a teacher in a special education school, and the other is a teacher in an inclusive school. Beijing and Bangkok have many special education schools and inclusive schools. The education level is higher in large cities, and educational resources are abundant, which is conducive to information collection.

10 Chinese teachers of special education for higher education come from 10 different universities and colleges, located in different provinces, including Beijing, Shanghai, Chongqing, Guangxi, Jilin, Nanjing, Guangdong. 10 Thai teachers of special education for higher education come from 10 different universities, located in different provinces, including Bangkok, Khon Kaen, Kamphaeng Phet, Maha Sarakham, Ramkhamhaeng, Songkhla, Suan Dusit, Phranakhon Si Ayutthaya. In order to prevent the influence of the region on the research results, the study selected universities from different China's regions, and the selected Thai universities were also distributed in different provinces of Thailand. In addition to the screening of the regions, the researcher also screened for the universities' departments and the level of running schools to try to meet the same level of universities in both countries and avoid disparities.

The number of interviewees in this study was numerous and the researcher completed these interviews in different periods. It starts in September 2016 and ends in April 2018, lasting about 20 months. Semi-structure and open-ended questions were asked during the interview. After taking the consent, the audio record was made for most of the participants. The interview was conducted for a minimum of 30 minutes to 60 minutes. During the analysis of the study, the audio record and keynote were translated by maintaining the accuracy of ideas as much as possible.

Questions:

For parent:

How do you feel when you know that your child is not the same as a healthy/sound child?

How did you do for him/her?

For higher education teachers:

Can you tell me what is the training objective of special education in your university? And what is the quality goals? What is the career goals?

What are the curriculum in special education major? (describe General Courses, Subject-based Courses and Professional Course)

How long should student practice?

In your university, does other education majors (non-special education) need to study the knowledge of special education?

For first-line teacher:

What is your feeling about children with special needs?

How did you educate him/her at class?

4. Result

This part is mainly two results, one is the result of familial attitudes towards children with special needs in China and Thailand, the other is the result of educational attitudes towards children with special needs in China and Thailand.

4.1 Chinese Parents Hard to Acknowledge the Facts, Thai Parents Believe in Karma

Most Chinese parents who own children with special needs can not accept the fact that they gave birth to unhealthy children. Some parents don't want to believe that unfortunate things have come upon their family and their child. Parents are in a bad mood and the family is also sad when they have children with special needs, especially in China where most families only allow one child (two-child policy is open in 2016), they have only one child and only one child is allowed. If their child with special needs means the Chinese family's future will be very hard, burdensome, unhappy, and unsuccessful.

A serious autistic child's mother L (from Beijing) said, "When my child was under the age of 2, we discovered that he was not the same as a normal child. We went to the hospital and the doctor told us

that he was autistic. It was definitely unacceptable at first. His father and I were healthy people. How could we have a child with problems? We are afraid that a hospital has made a mistake and we have run to several hospitals. The result is the same."

A serious autistic child's mother X (from Guizhou) said, "When the doctor told me that the child was autistic, I felt that the day had fallen and the end of the world had arrived. Why fate is so unfair and gives me an abnormal child. Firstly, I didn't believe that he had problems, I didn't take him to treatment and training. Every day I let him stay at home because when he goes out of the house, his unusual behavior will cause others to cast a strange look. He hadn't received any professional training until now. He was always at home. My child is already 7 years old, but I often look forward if he will suddenly be normal one day and live like a normal child without needing me to look after him every day. Every time I took him to the hospital for examination, I would ask the doctor if my child could return to normal. The doctors were all negative answers. Although I have never received a positive reply from others, I still hope that he suddenly becomes a normal child one day."

Some parents feel that it is shameful for others to know that their children are special needs children. The thinking of many Chinese people is that children have problems who are must be inherited from their parents or their family, or parents haven't managed their children, so that raise the "uneducated" children. In any case, in many Chinese views, these results are mainly caused by parents. In a rural area of China, a family with a child with a special need will be laughed at by the villager. Children with special needs will be bullied and looked down on by others. In cities, parents also value social status and face. If there is a child with special needs, parents are also afraid of other people's strange eyes and whispering in the back. Therefore, the pressure of public opinion in rural areas in China and its reluctance to be discriminated against, Chinese parents do not want the outside world to know their children with special needs, and it will not easily admit that children are problematic.

Once I met a pair of parents with a particularly strong personality. Their sons were suspended of academic studies by parents of the whole class because they often beat classmates at school and violated teacher instructions to disrupt classroom order. Receive one month of behavioral intervention training. As one of his training teachers, I also had a deep understanding with his parents. I feel from his parents' speech that they always think that their children are normal children and just a bit naughty. A child with emotional behavioral abnormalities, his parents M& S (from Beijing) said, "My son has absolutely no problem. He is just more naughty than his peers. It is normal for young boys to play mischievously. I know today's parents love their children very much, but my son just accidentally bumped their children. The parents were too nervous and they complained to the teachers collectively to let my son drop out of school. I feel that they are also no tolerant." From their speech and demeanor can see the strength and high self-esteem in their lives.

A mother of moderate autism girl attending school in fusion school (from Hunan) H said that "if others know that my child is autistic, others will label her and her classmates will alienate her. She will also be discriminated against by other students in school. I do not want to send her to a special education school. Enter that kind of school would to prove to others that my child has problems. I hope she will study in ordinary schools and go to ordinary schools like a sound child. I do not want her to be discriminated against by others."

One mother J from Liaoning said that "Taking a child to a lively street is also something I don't like because I don't want to see the weird look from passersby at my child. It makes me very uncomfortable. Sometimes children can steal things from passers-by. I can only apologize and explain to them that the child is autistic, but I can also meet angry passers-by and say I haven't taken care of my children."

One mother C from Beijing said that "I hope that there will be a place far away from the city where many children with special needs will gather, and they will grow up there happily. They don't need to care about other people's eyes, they don't have malicious words and hurt from others, and they let them live freely. Away from the crowd."

Most Thai parents are Buddhists, ninety percent of Thais practice Buddhism. Most Buddhists believe that reincarnation is crucial: if one's life is good, then positive things will happen in the next life. They think a child with special needs come to their home means they did wrong things during the past time, so the child is a punishment for them. But, for those of Sino-Thai lineage think a child with Down syndrome is a lucky signal for their future life.

One autism's father T from Bangkok. "I believe in Karma and whether I have good fortune or bad fortune, it is what has been mapped out for me or earned by past events. So, therefore, I have a son of autism, for me, no resentments, just an acceptance that it's what one deserves. I believe in Karma of my own making, nothing to do with my ancestors, and bad Karma can always be corrected by right actions. Good actions make for Good results, can be no other way, no matter how it appears at the time."

A physically disabled child's mother S from Bangkok, said, "My child had a physical disability due to a car accident. Since things have already happened, there is no need to complain. Many things are doomed to happen, but early or late. To do it should try to let him live a happy life in the future. I love my son. Overall pretty good. Some places really cater to those with special needs. At Asiatique, special parking, help to take the wheelchair out, etc. His school has a special class for children with special needs. Teachers are sent on regular courses. Thai disabled association that runs these has links to Aussie equivalent. He receives a small monthly payment from the government and there is a rumor schooling will be free next year. Children's hospital is excellent. Other hospitals that provide wheelchairs, walkers, weights and special boots brilliant.

A mother of moderate autism boy S from Supanburi said that "I accept whatever is given to me without complaining. I have a special child in this life because of the consequence of a bad deed in a previous life. The same mean, if I do something wrong now, it will catch up with me in later life. Many Thai Buddhists believe this, as well as people from other religions around the world."

4.2 Public Spending on Education, total (% of GDP) in Thailand Is More than China

Table 1. Expenditure on education in China and Thailand, Public (% of GDP) (%)

Year	China	Thailand
2005	2.81%	4.2%
2006	3.01%	4.3%
2007	3.32%	3.8%
2008	3.48%	3.8%
2009	3.59%	4.1%
2010	3.66%	3.8%
2011	3.93%	5.8%
2012	4.28%	4.9%
2013	4.3%	4.1%

Resource from World Bank.<http://hdr.undp.org/en/content/expenditure-education-public-gdp>, 2013

Public Spending on Education, total (% of GDP). It is a basic line for measuring the level of education in the world. There are data from two countries about the expenditure on education, 2005-2013. Table 1 shows that Thailand put more educational expenditure than China during 10 years (except 2010, 2013), and China did not break through 4.0% until 2012.

Expenditure on education is an important part of supporting national education and is an essential financial condition for running schools. The cost of building school buildings and the purchase of large-scale teaching equipment, school personnel, and public funds, etc. All of these cannot be separated from educational expenses. Expenditure on special education is part of the expenditure on education. Thailand's expenditure on education has been stable for a decade and the proportion of expenditure is higher than China, reflecting Thailand's high level of concern for education. China's expenditure on education has been increased gradually for a decade, the proportion of expenditure is not high at early years, and broke 4% until 2012, but now, reflecting China's concern for education is higher and higher. If there is less expenditure on education, there will be less expenditure on special education. Therefore, we can see the situation of expenditures on special education from the expenditure on education.

In general, Thailand's financial support for special education is greater than that of China. Thailand places more emphasis on the development of special education than China.

4.3 Thailand has More Year Free Education than China

Twelve-year free basic education (from primary school to high school) was granted to students throughout the country for the first time in the history of Thai education in October 2002. Currently, fifteen-year free preschool and free basic education (from kindergarten to high school) have been granted since May 2009. Since 2006, China has implemented nine-year free basic education so far.

The number of years of free education in Thailand is closer to that of education in developed countries, it has

expanded access to education for all children, including children with special needs, and guaranteed the right of all children to education.

The number of years of free education in China is yet to be extended to preschool education and high school education, it needs to extend to the scope so that more children can receive education as early as possible and all children can enjoy the right to education.

4.4 The Sense of Professional Identity of Chinese First-line Special Education Teachers Has Grown with the Increase in the Number of Years of Work, Thais Are More from the Moral Level

There are many Chinese first-line special education teachers who have mentioned that only they have spent a long time with these children so they realize that they have fallen in love with these children and the profession.

A special education school teacher M from Beijing said, "At the time of graduation, many students choose to enter elementary school and enter high school, but I still chose to stay in a special education school. In many people's opinion, teachers in ordinary schools are more popular and more relaxed than teachers in special education schools. They do not understand why I would choose special education schools. At first, I just thought that my specialty was special education. I should work in special education schools. I didn't want to go to ordinary schools and I felt that the knowledge I had learned could not be used well. Gradually, I fell in love with this profession, I love these children, I like their simple goodness, although they are not the same as healthy children, get along with it for a long time to produce deep feelings. This kind of emotion is naturally produced. There is a sense of responsibility for these children and a sense of honor for the profession.

Another Beijing teacher X from a special education school said, "My attitude towards children with special needs has changed a lot. Before I went to university, I didn't understand special education at all because the subject adjustments so I had to go to special education. At that time, many people in our class did not know what special education was. After four years of study at the university, we learned about it. I can go to a special education school during my university education. When I see these children with special needs, my instinctive reaction is to be scared. I wouldn't afraid when I contact with more. After entering the work of special education school after graduation, I found that these children are still very cute, which made me have a great passion for work. I have worked for more than 10 years now and I have seen many parents who have children with special needs. I think this profession is not just a teacher, but also a public welfare undertaking. I am willing to try my best to help these children. I am also willing to comfort the parents of sad children. Make them feel warm and bring hope for their lives."

An inclusive school teacher D from Beijing said, "If there is a child with special needs in a class, the burden on the teacher will be a little heavier. There are a large number of students in a class and it is impossible to concentrate on one child. Therefore, if there are children with special needs in a class, teachers will be very anxious. When I started to work this semester, I had a headache for a boy. He walked around in class and made a strange noise that caused the students to laugh. At first, I thought he was deliberately upset and later learned that he could not control his body and had mild autism. After communicating with his parents, I tried to change the teaching method and explained his strange behavior to other classmates. Slowly, he was much quieter in class and often ran to my office to chat with me during the class. He also established a harmonious relationship with classmates. For me, as long as we change teaching methods and make friends with children with special needs, the reward we receive is the sense of accomplishment and warmth that other students cannot give.

Many Thai teachers referred that they want to take care of the children with special needs when these children come into their lives, some of them felt sympathy and pity for them, some of them think teach children with special needs also has the idea of being an ethical person.

A special-education teacher from Bangkok said, "I think that taking care of children with special needs is something I can do because I think they are miserable. I feel very sad about their experiences. I often think that they should have been able to live like us, but they are incomplete. Compared with us, they have lost so many things. We should help them more, provide them with convenience, solve problems for them, and do everything in their power to help them. Sometimes I found pinch marks all around the children's bodies. I almost cried when I saw these situations. I sympathize with their being treated hatefully by the people who are supposed to love them, I can not change others attitudes so that I must treat them well and show my love."

An inclusive school teacher from Bangkok said: "When I decided to become a teacher, I could never imagine teaching children with disabilities, but I felt that after that I had to work hard for it. As a serious practitioner of Buddhism, I know that disabilities today come from what was done (bad karma) in past lives. The reason why I had to take care of children with special needs today was that I might have been related to them in some way in the past life, so this life we need to help them. My consciousness tells me that I must treat them sincerely. This is also a driving force of teachers' professional ethics and a moral consciousness that ordinary people should have."

4.5 Chinese Higher Education in Special Education Lacks Training of Professional Ethics, Cooperative Awareness, and Comprehensive Course. Thailand Places Professional Ethics in an Important Position, Lacks the Training of Applied Talents of Special Education

The researcher interviewed 20 universities and colleges for training objectives and special education curriculum. The result of the interview as follows:

The training objectives of special education in Chinese higher education have neglected teacher professional ethics. Special education is a noble and complex education business. It not only requires that special education teachers have professional ethics shared by teachers, such as a high sense of responsibility, professional dedication, and serving as a teacher. The China universities in this study only emphasized the knowledge and skills that special education teachers should possess. There was no mention of the professional ethics that teachers should possess, instead, colleges surveyed in this study mentioned the cultivation of students' ethics, intelligence, sports, aesthetics and labor education, and own moral character and teacher professional ethics. Although colleges mentioned professional ethics in the training objectives, it can be seen in the curriculum of several colleges, there are very few courses in the professional ethics(the goal should be reflected in the curriculum), basically, this aspect of professional ethics is through the daily penetration of school teachers. While the training objectives of Thai universities put teachers' professional ethics in an important position. Pay attention to special education teachers with professional ethics. The Thai universities in this study all have the training objectives to cultivate teachers' professional ethics.

Neglect of Cooperative Awareness in Training Objectives of Special Education in Chinese Colleges and Universities. Chinese education has always been characterized by "teachers speak and students listen". "Teacher-centered" is a common sight in most Chinese colleges and universities. Education in Thailand is greatly influenced by Western countries. Most of them adopt westernized teaching methods. "student-centered", "small group discussion" is a common scene in Thai universities. The neglect of university students' awareness of cooperation among Chinese colleges and universities will lead to the lack of independent learning ability, cooperation awareness and innovation ability among Chinese college students.

Thai universities lack the training of applied talents of special education. The special education major offered by the Chinese colleges specializes in cultivating application-oriented special education talents. The training goal is a special and versatile special education teacher. Most graduates are first-line teachers, focusing on cultivating their professional practice skills. It is worth mentioning that Nanjing Special Education Vocational and Technical College (now Nanjing Normal University Of Special Education), which is the only higher education institutions in China that are set up independently to train special education teachers. The main direction of employment is special first-line teachers. It is more specialized than other institutions of higher education. In Thailand, there is no special institution of higher education for training special education teachers. This point, China's specialized college have certain advantages.

Chinese general education curriculum does not general. As China Ministry of Education has a clear set of required courses for each universities and colleges,including political courses(Cultivation of Ethic Thoughts and Legal Basis,Concise Outline of Modern and Contemporary Chinese History,Introduction to the Basic Principles of Marxism, An Introduction to Mao Zedong Thought and The Theoretical System of Socialism with Chinese Characteristics),foreign language,computer, physical education and military. They are the main components of the general education curriculum in China institutions of higher education. Even in some colleges and universities, these courses are equivalent to general education required courses. And these generals required course account for almost 25% of the total credits, and general elective courses only account for about 6% of the total credits. However, in the setting of general education courses, courses in the humanities, natural sciences, and art cultivation courses are very few. None of the Chinese institutions studied in this study have such general required courses of humanities, natural sciences, and art cultivation. The required courses of Thai universities are no specific unified curriculum, just choose courses in 4 themes: language and communication, humanities, social science and mathematics, and technology. All faculties of education can select courses from these 4 themes. In

the selection of general required courses, Thai universities are more in line with the overall development of students. The degree of freedom in the choice of general elective courses is quite similar in the degree of freedom of the two countries and the scope of choice is relatively extensive. But Chinese universities and colleges' general elective courses only account for about 6% of the total credits, although general elective courses cover a wide range, the number of general elective courses has been limited due to credit restrictions. Chinese universities and colleges have very few courses in humanities, natural sciences, and artistic accomplishments in the setting of general education courses, and can not provide students with comprehensive course education. The establishment of a general education course in Thailand is more comprehensive than in China and can promote the overall development of students.

China lacks a set of teacher professional ethics courses. Due to the special nature of special education objects and the complexity of special education activities, the training of special education teachers not only emphasizes the goal of general teacher education training but also has higher standards and more complicated in professional ethics training and more special requirements. Thai universities' training objectives place teacher professional ethics in an important position. The importance of special education teachers in professional ethics and ethical morality, but the setting of professional ethics courses in China's special education specialty curriculum are not universal enough.

The time of educational practice in China is short. The average length of time for special education majors in various higher education in China is about 13.8 weeks. Thai students educational practice at their fifth academic year. The entire school year is an educational practice period, accounting for about one-fifth of the total study time. A short internship time may lead to a disconnect between students' theory and practice. And in practice, they will not be able to flexibly use theoretical knowledge. Teaching skills will be inexperienced and may not even be mastered at all.

5. Conclusion

There is a phenomenon in China and Thailand that is unfriendly and differential treatment to people with disabilities. It is also unrealistic to completely eliminate prejudices within a certain period of time. Only if the society continues to progress, people's quality is improved, the social status of the disabled is enhanced, and disabled people receive attention, can this phenomenon be gradually improved.

The Thai people have a strong sense of morality, compassion for the weak, and good hearts, which are closely linked with their Buddhist beliefs. Thailand's special education for higher education will "be a teacher with good morals" is also a manifestation of Buddhist beliefs. Whether it is the kindness of ordinary Buddhists or the moral standard of higher education in the training of special education teachers, it is a manifestation of Thai people's higher moral awareness of everything, and this consciousness runs through the whole Buddhist life. It is also reflected in the treatment of children with special needs.

Chinese people different from Thai people. Everyone has different ways of thinking and it is difficult to describe common characteristics. Therefore, it is of great significance to cultivate the professional ethics of higher education special education teachers under different ideological standards. At present, there are not many colleges and universities that offer teachers professional ethics courses, and plans for improving teachers' professional ethics courses should be attracted attention. In addition, higher education also needs to adjust training methods, increase the number of training courses for students' cooperation skills, and train students' comprehensive abilities to appropriately increase the time for student education internships. In order to train students to think independently, enrich students' knowledge of art, science, humanities, etc., increase their internship experience, and accumulate experience for future work.

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