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INCLUSIVE EDUCATION IN THE FIELD OF PHYSICAL EDUCATION AND SPORTS

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Abstract

The article considers the theoretical and practical aspects of the study of inclusive education in the field of physical education and sports. The model of logic of forming readiness of future physical education teachers for inclusive education is graphically presented on the example of senior preschoolers, which indicates inputs, outputs, directions, and mechanisms of managerial and pedagogical effects of social order parameters from the state and the society. The expediency of introducing the model into the educational process of the university has been experimentally proved.

Keywords

Inclusive education – Model – Physical education – Future teacher – Sports

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Introduction

Developing specific features of inclusion in physical education and sports in the preparation of bachelors with a high level of professional activity, formed value orientations, individual style of activity, and high creative potential is the most important task of higher pedagogical education. The contradictions of the professional work of the teacher in physical education touch upon the activity, which is focused on the formation of the physical culture of the personality of a preschooler in the conditions of inclusive education. The current condition of the issue of the essence of professional pedagogical activity and the contents of the concept of personality of the teacher allows us to determine the main functions of a teacher's activities, focused on the formation of the physical culture of a child with special needs, which are necessary for the implementation of their competencies.

We define inclusive education in the field of physical education and sports of a preschooler with special needs as an integrative personal education, which represents the need and the ability to create conditions leading to successful and dynamic changes in children's abilities.

The principles of inclusion in the field of physical education and sports are based on the concept of special needs in such a way that they affect the interests of all children who don't fit into standard educational conditions and have difficulties connected with learning¹.

Inclusive education in Russia is one of the most strategic directions in the implementation of the right to education of every child, which is enshrined in the provisions of the Convention on the Rights of the Child (1989) and the UN Convention to protect and promote the rights and dignity of people with disabilities – the Convention on the Rights of Persons with Disabilities (2006) signed by the Russian Federation in 2008².

An inclusive approach in the field of physical education and sports raises the question of existing of "barrier" or "without barrier" environment, as long as it defines the phenomenon of difficulties in the upbringing and learning process that children have to face. This happens due to the existing organization of the educational process in physical education, as well as due to outdated inflexible methods of teaching physical education and sports. With an inclusive approach, the teacher needs not to adapt children with various physical education difficulties in teaching to current requirements, but to seek other psychological and pedagogical approaches to teaching in such a way that allows taking into account the special educational needs (SEN) of all children. Inclusion in education is a process, the implementation of which involves not only a technical or organizational change in the system but also a change in the philosophy of education. Inclusive education is based on an ideology that excludes any discrimination of children, ensuring equal treatment of all people but creating special conditions for children with SEN³.

¹ S. V. Alekhina, "Razvitiye inklyuzivnogo obrazovaniya v svete novogo Zakona "Ob obrazovanii v Rossiyskoy Federatsii", Bulletin of the Educational and Methodological Association of Higher Education Institutions of the Russian Federation on Psychological and Pedagogical Education, num 1 Vol: 4 (2013): 73-79.

² UN Children's Fund (UNICEF). Inclusive Education in Russia. 2011

³ Proceedings of the international scientific-practical conference Inclusive education: methodology, practice, technology (Moscow: MGPPU, 2011).

The main condition for effective inclusive education in the field of physical education and sports is the willingness of the teacher to organize such co-education, which takes into account and competently implements the educational needs of all children, including children with disabilities.

The work of a physical education teacher in the system of inclusive education is a complex and multi-aspect activity. In connection with this, this specialist must satisfy high requirements, both in the field of theoretical, technological training and personal readiness to organize subject-to-subject interaction with a child with special needs.

The relevance of the research topic lies in the contradiction between the necessity of realization of the values of physical education and sports in a comprehensive study of the inclusion problem, as required by Federal Law No. 273-FZ "On Education in the Russian Federation" adopted on December 29, 2012, introducing two fundamentally new concepts into the Russian educational area: inclusive education and SEN. Paragraph 27 of Article 2 of the Law reads as follows: "Inclusive education is ensuring equal access to education for all students, taking into account the diversity of special educational needs and individual opportunities"⁴. This is an important part in the history of the development of human rights in Russia: the policy of including people with special needs and difficulties in studying in the general education system has now been postulated at the state level and promises them the creation of the necessary conditions for the qualitative education without discrimination (Article 5, Paragraph 1 of the same Law)⁵. The same concepts are identified by the "Strategy of the State National Development of the Russian Federation till 2025"⁶, within which the insufficient use of educational and cultural measures to form the Russian civic identity prescribes the need to expand support for physical education and sports, the need to implement the programs of the theoretical foundations of the formation of the pedagogical inclusive competence of teachers of physical education and sports, the preservation and development of traditional culture, and the insufficient use of educational programs aimed at strengthening the physical, mental, spiritual, and social well-being of preschoolers⁷. Considering the above-mentioned, the study aims to develop a model of forming the readiness of future physical education teachers for inclusive education in the field of physical education and sport (using the example of senior preschoolers).

Methods

The methodological basis of the study included the idea of humanistic pedagogy, axiological (value) approach to personality, and personality-oriented approach in education. Research methods: theoretical analysis, pedagogical modeling; diagnostic (testing, questioning, interviews, ranking, expert evaluation, generalization of independent characteristics); praximetric (study of the products of the activities of practicing teachers and students); empirical (pedagogical observation); pedagogical experiment; mathematical processing of experimental data.

⁴ Federal Act, On Education in the Russian Federation (Moscow: Omega - L., 2014).

⁵ Federal Act, On Education in the Russian Federation...

⁶ "On the strategy for State national policy of the Russian Federation for the period up to 2025". The Decree of the President of the Russian Federation of December 19, 2012. N 1666. Available at: <http://base.garant.ru/70284810/#ixzz544Fx5jod>

⁷ R. R. Magomedov; N. O. Shchuplenkov y O. V. Shchuplenkov, Physical education and sports with elements of adaptive physical education (Kazan: Publishing House "Buk", 2017).

Organization of the study. The study was carried out in stages from 2008 to 2016. *At the first stage* (2008-2009), the state of the scientific development of the problem was analyzed; the theoretical and empirical basis for the subsequent development of the problem was determined; methodological prerequisites were identified; research goal, object, subject, hypothesis, and objectives were set; program and research methodology were developed. *At the second stage* (2010-2012), a stating experiment was conducted; a pedagogical model was developed to form the readiness of future physical education teachers for inclusive education of preschoolers; the model was tested under experimental conditions. *At the third stage* (2013-2019), experimental work continued; a control experiment was carried out with subsequent data processing; the manuscript of the article was drawn up.

The experimental base of the research was the state budget-funded educational institution of higher education (SBEI HE) "Stavropol State Pedagogical Institute" (Stavropol, Russia) in the direction of preparing bachelors in accordance with Federal State Educational Standard for Higher Education (FSSES HE) 44.03.05 Pedagogical education (with two training profiles), profiles "Physical Culture" and "Safety Life Activity" and 44.03.02 "Psychological and Pedagogical Education", speciality "Psychology and Pedagogy of Inclusive Education" and the SBEI HE "Stavropol State Pedagogical Institute" (Essentuki branch) (vocational education 49.02.01 "Physical Culture" and 49.02.02 "Adaptive Physical Culture"), as well as centers of preschool training of the SBEI HE "Stavropol State Pedagogical Institute" and branches of SBEI HE "Stavropol State Pedagogical Institute" in Essentuki and Budennovsk).

Results and discussion

Having identified two aspects in the components of the studied problem of inclusive education in the field of physical education and sports – the personal and procedural – we characterized the following components: value-motivational, emotionally-volitional, personality-individual, informative, and active.

At the stage of the ascertaining experiment in the process of studying scientific psychological and pedagogical literature, express interviewing and questioning students, observing students' educational and practical activities during the period of production practice, we analyzed and formulated the criteria for professional and pedagogical readiness of students for the development of physical culture of preschoolers with special needs. Based on the criteria identified during the ascertaining experiment, the levels of professional readiness of future specialists in preschool education to form the physical culture of a preschooler with special needs were determined as the arithmetic mean of all indicators. We distinguished four levels: elementary, performing-reproductive, reproductive and creative. Level indicators, manifested to a greater or lesser extent, are as follows: orientation of *pedagogical activity* on the formation of the physical culture of a child with special needs in conditions of inclusive education; mastery of the technique of performing motor; application of methods and forms of organization.

While carrying out the ascertaining part of the experimental work, we sought to find out how students formed value orientations in the field of physical education, sustainability and orientation of motivation in terms of physical education, quality of physical education, the level of internalization of the theoretical component and the ability to apply it in practice. At the stage of preliminary analysis and assessment of students' professional and pedagogical readiness to form a physical culture of a child with special needs in the

conditions of inclusive education, a pilot study of the level formed by the personal and procedural side of readiness, observation of students during practical tasks and during pedagogical practice, as well as analysis of students' activities while doing implementation research and writing qualifying course papers, were conducted. Forty-seven last-year students participated in this experiment. Twenty-three of them were included in the control group and 24 in the experimental group.

A qualitative analysis of the results showed that the level of formation of the value-motivational component of readiness in the control and experimental groups had no special differences. In the control group, 51% of the respondents were attributed to the reproductive and 9% to the creative level of formation of the value-motivational component. In the experimental group, 28% and 12%, respectively. The identity of the data is determined by the high level of correlation of most characteristics. Considering the low dynamics of the value-motivational component, special attention was paid to its formation in the forming part of the experimental work.

While organizing the experimental work, the data of the experimental group was the most significant. Such significant characteristics as a steadily positive attitude to the pedagogical activity, oriented towards the formation of a child's physical culture, and the ability to organize effectively (in terms of psychological readiness) pedagogical activity, have an insufficient level of development. The reason is that the majority of surveyed students undoubtedly recognized the importance of physical education for personality development and the formation of a person's general culture (94.3% of the respondents), but did not purposefully work on the formation of individual physical education. Moreover:

- 35% did not have free time,
- 19% did not have enough material resources,
- 21% wanted to improve only in a suitable company,

Only 25% of the respondents regularly engaged in physical education and tried to lead a healthy lifestyle, which is reflected in specific indicators of the emotional-volitional component of professional readiness to form a physical education of a child with special needs in inclusive education.

At the beginning of the experimental work, the personality-individual component had the highest indicators in terms of development, which is explained by the high level of humanization of the motivation of pedagogical activity. On average, in the general groups, only 5% of the subjects had an initial level of formation of the personality-individual component of the studied readiness. 43% of the respondents in the control group and 45% in the experimental group showed the reproductive level of 17% and 32% – the creative level of formation of this component. This situation is due to the fact that the graduation course of students of the Department of Psychology and Defectology formulated a setting for a personality-oriented approach in communicating with a child, focusing on the personality of a preschooler with special needs. The humanistic orientation of the relationship extends to the pedagogical activity, focused on the formation of the physical education of a child with special needs in inclusive education.

Research materials and observations of students that were conducted during training sessions, as well as analysis of expert assessments showed that, along with a

fairly high level of theoretical knowledge (in the control group – 48% reproductive level and 8% – creative level, in the experimental group – 45% reproductive level and 8% – creative level) most students had doubts about their ability to apply this knowledge in practice. Along with these indicators, it was found that in 10% of all students (8% in the control group and 12% in the experimental group) who participated in the study, the formation of the contents component of the studied readiness was at the initial level.

A qualitative analysis of the levels of the formation of the contents component of readiness helped to identify categories and concepts that require further clarification during the experimental work.

A qualitative analysis of the data shows that the training system at the pedagogical university fully implements the task of forming skills in the field of physical education among students. By the fourth year, students form professional competencies, which have a high degree of correlation with the knowledge of special techniques and technology for the formation of physical education of preschoolers with special needs in inclusive education. At the same time, a slightly lower indicator of such a component as the ability to apply pedagogical innovations in the field of physical education of a child of 4-7 years old with special needs was noted. Assuming that one of the reasons for this is the lack of knowledge about possible innovations in the process of forming pedagogical readiness for the formation of a physical culture of the personality of a preschooler with special needs in inclusive education, we paid attention to the consideration and discussion of various changes made to the contents, forms, methods, and techniques of working with preschoolers, as well as in the process of communication of teachers and instructors with children both in physical education classes and in free motion activity.

The comparative analysis of the generalized data shows that by the final year of the study the personality-centered component has the highest rate of the formation among the students (17% – in the control group, 33% – in the experimental group). The levels of readiness of other components to form the physical activity of preschool children with special needs in inclusive education do not differ significantly between the control and experimental groups and have similar percentages.

Determining the contents of inclusive education in the field of physical education and sports and organizing the training of future teachers to form physical education of the personality of a preschool child, we proceed on the basis that the most important and leading factor in the reorganization of higher education is the humanization of the educational process. Nowadays, the global transformations taking place in the sociocultural, economic, and other spheres, both in Russia and in the world, are determined mainly by the humanization of social life. The highest humanistic meaning of social development is to assert the attitude to a human being as the highest value of life, the inherent worth of development, and the criterion for evaluating social progress⁸. In the concept of humanization and humanitarianization of education, developed by S.V. Devyatova and V.I. Kuptsov, this process in Russia is determined by the following factors:

- sociopolitical and economic reforms and their impact on the state education policy;
- increased needs in liberal arts education;

⁸ Z. I. Ravkin, Stimulation as a pedagogical process. Yoshkar-Ola. 1972.

- new ways of education management and self-management, diversity of forms of non-state educational institutions;
- interaction between formal and informal educational systems;
- necessity to develop a system of continuing education⁹.

In the aspect of the studied problem, we developed a multilevel process model "The formation of readiness of future teachers of physical education for inclusive education of senior preschoolers" (Figure 1).

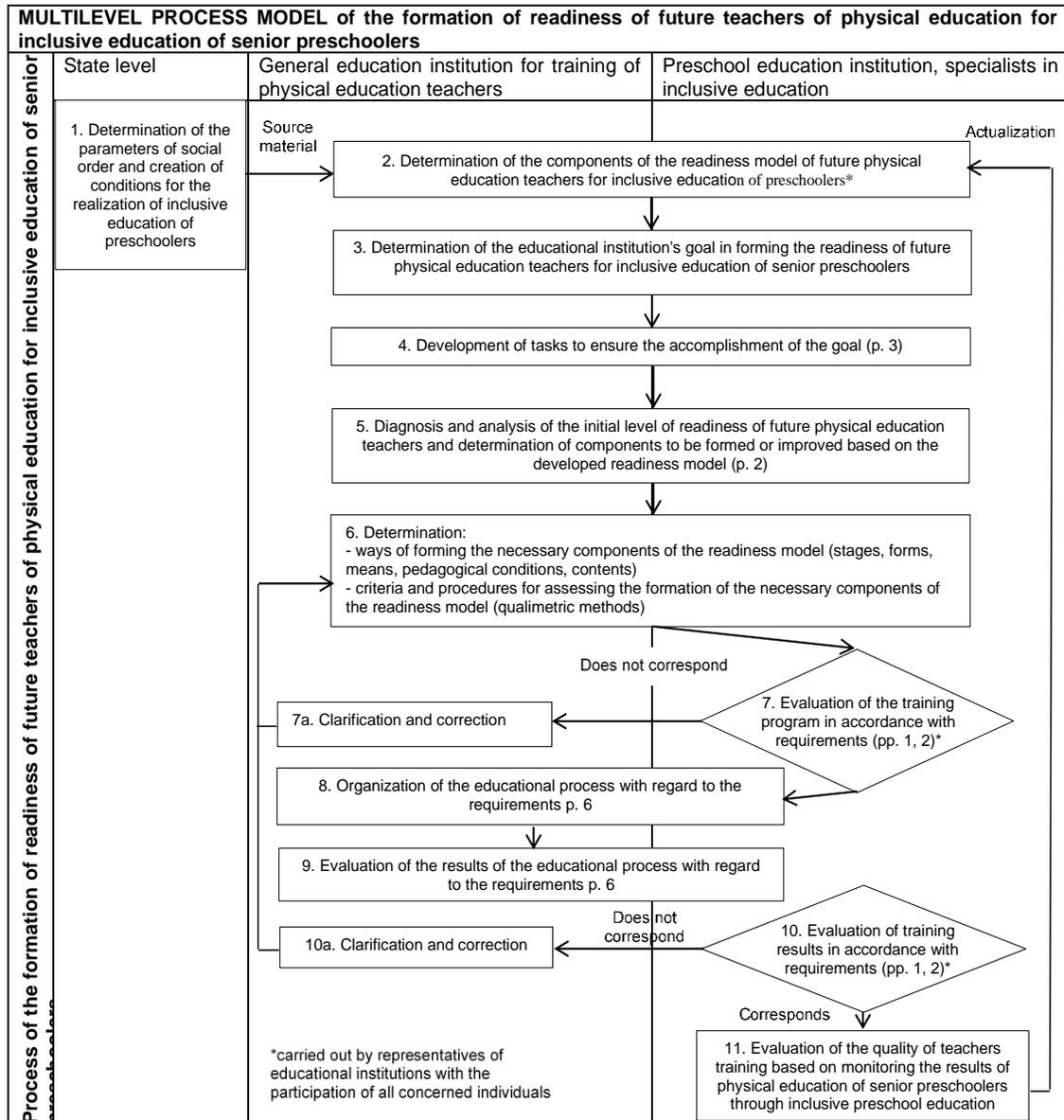


Figure 1

Multilevel process model "The formation of readiness of future teachers of physical education for inclusive education of senior preschoolers".

⁹ S. V. Devyatova y V. I. Kuptsov, "The concept of humanization and humanitarianization of education", Socio-political Journal, num 1 (1996): 125-133.

The above-mentioned allowed us to determine in the multilevel process model the objective criteria of the formation of the professional readiness for inclusive education, development of the physical education of the preschooler's personality, i.e. the total number of the objective and subjective indicators that give high-quality characteristics of its condition:

- the extent of understanding the values of pedagogical activities aimed at the development of the physical education of the preschooler's personality in inclusive education and understanding of its importance;
- the extent, to which the internal and external motives of pedagogical activity aimed at the development of the physical education of the child are formed;
- the intensity of professionally valuable personal qualities (intellectual, moral, aesthetic, etc.);
- the level of formation of psychophysiological and physical capabilities;
- the level of development of pedagogical abilities (communicative, gnostic, organizational, projective, etc.);
- the degree of stability of positive emotional attitude towards pedagogical activity focused on the formation of physical education of the child;
- the ability to self-regulate and consciously mobilize;
- the level of theoretical and methodological knowledge necessary for effective work on the formation of a child's physical education;
- the level of skills and abilities aimed to develop a child's physical education;
- the ability to creatively apply existing knowledge and skills.

Thus, the level of future teachers' professional competence for inclusive education and the formation of the physical education of preschooler can be judged based on the level of formation of personal attitude towards pedagogical activities. This system is focused on the creation of the physical education of the child, guiding the teacher to the practical use of theoretical knowledge and practical skills that contribute to the creative solution of occurring in the educational process problems and tasks. Forming the professional readiness for pedagogical activities, which are focused on the formation of a child's physical education, in terms of inclusive education, is a dynamic process of transforming the personality of the future preschool professional, involving a targeted, gradual, and consistent approach to the highest degree of development.

Conclusions and Recommendations

The revival of humanistic traditions has affected the training of specialists in various fields, especially teachers. This is primarily due to the contradictions between fundamental humanistic ideas and the degree of their realization in the mass pedagogical practice because of the lack of readiness of the teacher for the fulfillment of the cultural-humanistic function.

The methodological basis for the research on the pedagogical aspect of humanization of education and teacher training is the axiological approach. Based on the general axiology including a variety of philosophical concepts, the understanding of value characteristics of pedagogical phenomena is formed. Pedagogical axiology is based on understanding and assertion of the value of human life, upbringing and education, pedagogical activity, and education in general.

In the process of future teachers training, which is focused on the formation of physical education of the child with special needs in terms of inclusive education, one of the leading places is occupied by the pedagogical practice of students, which forms professionally significant qualities of a personality. It is a part of the pedagogical process, providing a synthesis of theoretical training of future teachers with their practical activities (O.A. Abdullina, A.Z. Guseinov, E.M. Gvozdyreva, T.V. Shustova, etc.). A scientifically organized practical activity of students provides a fulfillment of the set of tasks properly reflecting the meaning and contents of the pedagogical activity focused on the formation of the physical education of the personality of preschoolers with special needs in inclusive education.

During pedagogical practice, the processes of formation of pedagogical skills and abilities are intensified. Here we can include skills of formation of physical education of preschoolers with special needs.

An important part of our experimental work is a continuous pedagogical practice in preschool education institutions, which actualizes the knowledge and skills of students in the field of formation of physical education of preschoolers with special needs. Being included in the process of interaction with children in the conditions of continuous pedagogical practice, students have an opportunity to work with children creatively considering real pedagogical situations.

The work experience demonstrates that during pedagogical practice the process of professional growth of the future teacher, who is focused on the formation of physical education of preschoolers with special needs in inclusive education, was intensified. Their theoretical knowledge was actualized and deepened while pedagogical skills and abilities were developed and improved.

The concept of personality-oriented education is based on fundamental didactic research on the nature of pedagogical knowledge (V.V. Kraevskii), the coherence of the educational process (B.C. Ilin, I.Ya. Lerner, M.I. Skatkin), personality developing learning functions (E.V. Bondarevskaya, N.V. Bochkina, Z.I. Vasileva, V.V. Gorshkova, T.N. Malkovskaya), as well as specific nature of pedagogical activity (V.N. Zagvyazinskii, I.A. Kolesnikova, V.A. Slastenin).

Many scientists – B.C. Ilin, M.S. Kagan, I.Ya. Lerner, etc. – speak about the necessity of including in the content of education, besides the externally established standard components, emotionally valuable personality elements, which are part of the process of learning with its inherent intersubjective communication.

In the aspect of our research, we developed a special course "Theoretical and practical features of the formation of physical education of preschoolers with special health needs in the conditions of inclusive education", which determines the following tasks:

1. To reveal the humanistic nature, contents, structure, and specific features of the formation of physical education of preschoolers with special needs;
2. To create an approach for future teachers to master theoretical knowledge and creative professional and pedagogical skills;

3. To give a complete idea about the process of the formation of physical education of a preschooler with special needs, its physiological, psychological, and pedagogical principles, as well as methods of diagnostics of physical education of a child;

4. To form a value attitude to individual physical education and to give an idea of the basic methods of self-knowledge and improvement of physical health.

We developed a special course (it takes 20 hours, 16 of which are lectures and 4 – practical and seminar courses) to disclose and master the following concepts: *"physical education", "sports", "individual physical education", "physical education", "physical education of a person", "physical education of a preschooler with special health needs", "values of physical education", "motivation to practice physical education", "individual value system", "interiorization of physical education values", "physical qualities", "inclusive education"*.

The contents of the special course were selected with the use of the materials contained in works by H.H. Vitizei, M.Ya. Vilenskii, V.M. Vydrin, A.B. Lotonenko, G.M. Solovev, E.A. Stebletsov, R.R. Magomedov. The axiological approach of M.Ya. Vilenskii and A.N. Pyanzin was used as the methodological orientation, which allows considering physical education of a person as a value.

One of the most effective means of forming the operational component of readiness to form physical education of a preschooler with special needs in inclusive education is the analysis of pedagogical situations. In the process of studying the materials of the special course, it was assumed that they would be used either as a demonstration material, or to create a problem situation, or as material for the analysis of the theoretical issue. Situations with real-life pedagogical contents require students to realize the importance of psychological and pedagogical knowledge for pedagogical activity, directed to the formation of physical education of a child with special needs.

Therefore, the presented process model is a complex, systemic model that graphically represents the logic of the formation of readiness for inclusive education in the field of physical education and sports, which shows the inputs, outputs, directions, and mechanisms of managerial pedagogical impact. The input has parameters of social order from the state and society, as well as the results of the feedback, the output – a certain level of readiness for inclusion.

Thus, speaking about the effectiveness of experimental work, we take into account the fact that the formation of readiness for pedagogical activities in the conditions of inclusive education, focused on the formation of physical education of the personality of a preschooler is determined not only by subjective but also by objective factors. By this, we understand the professional and pedagogical orientation of the entire system of university training aimed to form students' pedagogical thinking and a set of practical skills and to cultivate a moral attitude to their profession. The research confirmed the possibility of the formation of readiness of future preschool teachers to work on the formation of physical education of a preschooler's personality in terms of inclusive education as an integral quality of the teacher's personality. This also allowed concluding about the effectiveness of the methods of the formation of the mentioned readiness for inclusion in the field of physical education and sport.

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