

TASHKENT

Ist-International Congress on Modern Sciences

May 10-11, 2022



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PROCEEDINGS BOOK

EDITORS:

Prof. Dr. Xayrulla PULATOV

Assoc. Prof. Gulbaxar TAVALDIEVA

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INCLUSIVE EDUCATION BY SPORT AT SCHOOL – PHILOSOPHY OR REALITY?

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ABSTRACT

Active inclusion through sport, not only at school, allows every person, despite the age and position, to implement the right to contribute to the development of the personality, community and society. And to do so in the dimensions of everyday situations in togetherness with all other participants in the same reality.

Inclusive physical education should enable all children to fully and actively participate in physical education. Inclusive physical education classes enrich all and highlight potentials of each pupil. The diversity of each individual in a group is understood as a stimulus and enrichment for learning and development processes of the whole group. All children have the right, regardless of their physical and cognitive possibilities and limitations, to learn about the equally important perspectives of inclusive sport. Every teacher has the right to be supported in achieving pedagogical situation for inclusive process for all students.

Theoretical progress about supporting physical educators to fully include all diverse children is not significant enough, neither good practices are gathered satisfactory to fulfill contemporary needs of active educational inclusion through sports. For this reason the present analyses enlightens the philosophy, definitions, framework & some good practices of inclusivity by sport at school.

Key-words: inclusive education, educational management, horizontal support for teachers, sport for all, INEDU, inclusive pedagogy.

Introduction

As a sociological term, the concept of inclusion describes a society in which every person is accepted and can participate in it on an equal footing and in a self-determined manner - regardless of gender, age or origin, religious affiliation or education, any disabilities or other individual characteristics. In an inclusive society, there is no defined normality that every member of this society has to strive for or fulfil. Normal is only the fact that differences exist. These differences are seen as enrichment and have no impact on the self-evident right of individuals to participate. It is the task of society to create structures in all areas of life that enable the members of this society to move within it without barriers.

As Blagovest Sendov convinces us, the educational engine should be child's curiosity and cognitive needs, encouraging creativity and situations of empowerment of child's active participation in rediscovering knowledge (not a passive listener). This is a process of an easy pass to games and enjoyment, play and fun (Sendov, B., 1987). And since sports often are

understood as non-formal educational approach, they work for development of key competences of individuals and groups in order to contribute to personal development and sustainable social transformation.

Inclusive education describes an approach that is essentially based on valuing diversity. In an inclusive education system, people with and without disabilities learn together from the very beginning. Homogeneous and thus separating learning groups are not formed. It is the task of the education system to provide special support and encouragement for individual learners by providing special resources and methods. Thus, it is not the individual who must adapt to a particular system, but the system, conversely, must take into account the needs of all learners and adapt if necessary.

Inclusive physical education encourages all children - with and without disabilities. It creates joint movement experiences without neglecting individual's special needs.

The philosophy of inclusive sport activities

Inclusive physical education should enable all children - with/without physical/cognitive impairment or chronic illness - to fully and actively participate in physical education. Inclusive physical education classes enrich us all and highlight potentials of each pupil. The diversity of each individual in a group is understood as a stimulus and enrichment for learning and development processes of the whole group. A pupil's wheelchair, for example, can take on a whole new meaning as an interesting, mobile, and fast piece of sports equipment that opens up new possibilities for mobility. The individual view of each participant and the knowledge of the range of their diverse motor, cognitive and social-emotional preconditions shows that a diverse repertoire of methodological approaches is necessary to make joint active sports activities possible for all participants

It is of decisive importance to understand the heterogeneity of a group of pupils and rethink sporting activities in various fields of movement. The six pedagogically significant perspectives of sport - performance, togetherness, impression, expression, risk, and health - should develop equally and side by side in a lesson to allow the development of a broader perspective. That way, pupils should get to know different attributions of meaning and thus different approaches to sport and be able to discover them by themselves. Including different perspectives can lead to introducing new approaches to movement and sport activities and addressing the diverse needs of children and young people in inclusive sport settings. All children have the right, regardless of their physical and cognitive possibilities and limitations, to learn about the equally important perspectives of inclusive sport.

Sport as life-changer

Since the period after the Second World War, the sport has been recognised as one of the main ways of rehabilitation. Sport in this form has developed over the years and reached the level of recreational and competitive sports. Back in 1948, neurologist Ludwig Guttmann held the first sports competition for wheelchair athletes at Stoke Mandeville in London. These games will eventually grow into the Paralympics. Today there are summer and winter Paralympics. As of 2020, the Summer Paralympics included 22 sports and 539 medal events, and the Winter Paralympics include 5 sports and disciplines and about 80 events.

Disability is a complicated and complex phenomenon. The Paralympics are considered to play a major role in the development of society. Since its inception in the mid-20th century, it has been a powerful way to include people with disabilities in life. These games have become a tool for diversity inclusion. This world competition has become so popular that it can boast of billions of spectators who cheer and admire top athletes, where physical disability grows into mental and physical power. In this way, competitors with disabilities, like ancient heroes, become role models for all mankind. Their physical and mental strength inspires people around the world to fight and overcome obstacles striving for progress. Athletes with disabilities have to overcome numerous obstacles to achieve sporting achievements. Their success is worthy of admiration and is an incentive for everyone who has a goal in front of them

The meaning and significance of the Paralympics can best be defined by Andrew Parsons, the president of the International Paralympic Committee (IPC), who says: "I belong to the Paralympic Movement and I don't think this Movement should just be for persons with disability, it's what we want to show the world. We want to integrate a world where people feel included. The big stars are athletes with a disability but I feel included" (<https://www.paralympic.org/sites/default/files/2020-09/Andrew%20Parsons%20Transcript.pdf>). According to him, the IPC is an organisation that sees sport as a way to promote human rights and many athletes with disabilities advocate this idea. The Paralympics and the inclusion of people with disabilities in sports competitions change people's mindset, shift the boundaries between the possible and the impossible, between acceptance and rejection.

The educational perspective of inclusive sport activities

Sport education deals with the support of educational processes helped by movement, play and sport. Traditionally, the focus is on physical education and sport lessons organised in schools, which pursue the goal of promoting the development of children and young people and enabling them to participate in the culture of movement in its various forms and ways of staging and organising it. Analogous to social developments, there has been growing research interest in recent years in the possibilities of dealing constructively with social, cultural and gender-related heterogeneity as well as with people with special needs within the framework of an inclusive design of movement, play and sport offerings.

Gregory Bateson puts forward the idea that game can be understood as a metacommunication - a special type of transmission that sets the framework for understanding what the next communication will be (Bateson, G., 1953). And connecting such preliminary approach with the needs of the society, it is expected to address the educational system and focus on pedagogues. A teacher is a person who educates others in a field in which has a head start in skill, knowledge or experience. Teachers are also referred to as "educators", making it clear that their field of work includes not only the transmission of knowledge, skills and insights, but also the teaching of behaviour and value structures. With such multiperspectivity, teacher creates atmosphere for experiencing and understanding how movement, play and sport can be changed by different objectives through different didactic thematizations; how team spirit is actually the feeling of togetherness for students.

Performance potential is a totality of a person's available performance dispositions. These extend to a multitude of individual components. Performance potentials are only prerequisites and possibilities that still need to be converted into real skills and actions in order to become

efficient performances. Performance potentials are initially based on aptitudes, but can also be acquired or further developed through learning processes. Potentials of which people are often not aware should be made clear and actively used and developed.

It is difficult to reflect and modify the ways of acting. However, the pedagogical mission should be to find all barriers, study them and identify ways to reduce them. At the same time, education must take advantage of the benefits that learning/training facilitators like sports instructors and teachers can provide and take advantage of them. The greater the practice and the coexistence with people with different disabilities, the more answers will come up and solutions the teacher will have. And that is why physical education teachers need to embrace inclusive pedagogical paradigm and be ambassadors of its influence to the overall school climate.

Social learning aims at building positive relationships and the ability to reflect upon one's own actions, and to perceive and accept oneself and others. Social learning contributes to respecting each other's differences and dealing with each other in an appreciative, considerate, and responsible manner. Various approaches could and should be developed to actively implement inclusive education through sport for all, at any age and in any situation.

Although the contemporality of the inclusion philosophy, it is hard to find complete and working model to rely on in everyday school life. Main challenges are usually connected with lack of knowledge and good examples, inappropriate architectural decisions, poor motivation for togetherness, unrecognizable strengths of the participants, etc. Challenging the philosophy to influent inclusive reality, two models are highlighted as respectful for teachers experience and school development: TREE model and INEDU method.

The TREE model

The TREE model highlights those aspects that may need to be changed in inclusive physical education. TREE is an acronym that stands for Teaching Style - Rules - Environment and Equipment.

Teaching Style: teaching forms and procedures, methodological approach, and social forms. For example, to a visually impaired/blind child, explanations and instructions should be given more verbally. For children with cognitive impairments, explanations and instructions should be given in easily understandable language and, if necessary, accompanied by practical demonstrations. Taking different measures in practical implementation - e.g. in addition to the basketball hoop, there can be a lower “basket” (waste paper basket on a box) for children/young people who cannot throw the ball high due to their physical impairment.

Rules: Inclusion could be facilitated by changing the rules of the game, e.g. introducing zones (e.g. in football or basketball) where players of equal strength play against each other. The double counting of goals scored by “disabled” players is rather counterproductive, as stigmatisation remains.

Environment: Respecting the lighting, background noise and other environmental issues. For example, is the gym a low-stimulus or stimulus-intensive space, and are there structural barriers and obstacles? What conditions need to be considered for outdoor activities, what precautions need to be taken?

Equipment: Playground equipment and materials in different designs should be considered and covered (e.g. balls in different colours and sizes, with varying bouncing characteristics, etc.)

For teachers, inclusive physical education often means adapting to new and sometimes limited learning conditions. Inclusive physical education is a challenge for further development of well-balanced teaching, where each pupil can learn in a socially integrated way at own pace.

The inclusive approach for teachers – INEDU method

The starting point of the INEDU joint effort is supporting physical education teachers in introducing, organising, and implementing inclusive sport in mainstream schools. Although the end users of inclusive education are all pupils at school, the INEDU target groups are sport teachers in a collaboration with the inside school pedagogical team. By improving the competencies of physical education teachers, schools are embracing inclusive sport perspective and allow all pupils to be engaged in sports activities. And this opens the necessity of creating guidelines for teachers in physical education on how to organize, conduct, and sustain inclusive sport as part of school curriculum and environment. It also highlights the need of building a continuously ongoing support at horizontal level, since inclusion for all opens varieties of reactions, innovations and challenges.

INEDU method understands the inclusion of teachers as a contemporary school team where pedagogical support is aiming to achieve not just higher educational levels for the students but also identifying their strengths and experiencing happiness. Because, as Eric Barker admits, happiness leads to success much more often than success leads to happiness (Barker, E., 2017). The pedagogical support itself is seen as a didactical and practical matter. Based on that, INEDU develops a comprehensive methodological manual to support teachers in the delivery of inclusive sport activities at schools and created innovative supervision web-based platform for adequate horizontal support to pedagogical practice and experience. By providing physical education teachers with a comprehensive methodology for inclusive physical education and an online supervision platform for their professional development, is aimed to increase the quality of educational performance at school.

Since INEDU method is innovative for sport teachers, internationally based partnering expert team from Bulgaria, Greece and Austria validate the output in the partner countries with expert teachers and covers relevant know-how in the field of inclusive sport. The guidelines stretch over all school grades and are easily adaptable to individual ones (I-XII). With the overall expected impact on professional competences of physical education teachers, INEDU method also contributes to increased motivation for learning and development of all learners with physical disabilities and diversity awareness among all learners.

The framework for inclusive physical education at schools

Pupils with disabilities can and should be actively involved in physical education, because their participation can make physical education more dynamic. People with intellectual disabilities, for example, are often more emotionally open, show their joy directly and are often very empathetic. Dealing with pupils with impairments offers a broader perspective that promotes social skills of all pupils. Instead of performance orientation, the focus is on the experience of movement and the joy of movement.

Inclusive physical education requires an organisation that corresponds to needs, interests, and prerequisites of every pupil. Teachers are expected to assess the initial situation, find adequate contents and offers, and select optimal ways of learning and communication, so that pupils are not underperforming. Different learning requirements and behaviour should not lead to negative labels but should be used as a welcoming opportunity to develop support measures for heterogeneous groups of pupils. Physical education in particular offers a good opportunity to playfully promote social interaction, consideration, fairness, and (competitive) struggle. Trained teachers can achieve this with relatively little help and a little creativity.

In order to adapt physical education to the individual needs, skills and competences of the pupils, it is useful to analyse the group of pupils in advance. The choice of support depends on what kind of contribution is needed - in case of physical conditions/impairments, different types of movement must be chosen than in the case of cognitive or social-emotional disabilities. In case of physical impairments, it is more important to make spatial changes; in the case of mental and emotional-social impairments, it is primarily the learning concept and structures that need to be changed. To create a shared sense of achievement in physical education, a didactic-methodological concept of physical education that focuses on diverse forms of independent, self-determined, and social learning is necessary. That way, the learning process is based on pupils' needs. Such individual learning support is oriented towards the perspective of strengths.

To enable joint action, the focus should be on the respective abilities and potentials of the pupils - not on the impairment. As a result, the ability of each pupil to participate can be further strengthened. With regard to the quality of the content and methods of physical education, joint physical education is successful when the following aspects are fulfilled:

- ☞ Do the exercises and tasks challenge encourage all pupils to independently take part in the activities?
- ☞ Do the exercises and tasks ensure that the various objectives of physical education are communicated to everyone to the same extent?
- ☞ Do all pupils understand the meaning of the task?
- ☞ Can all pupils have experiences contrary to their attitudes? Is there a possibility to critically rethink these attitudes and, if necessary, to act differently? That way, a pupil with an intellectual impairment could not only act as a helper but distinguish himself in unsuspected performance strength.

If inclusive physical education shall be implemented in schools in a sustainable way, it is worth considering the following recommendations when designing inclusive physical education lessons:

- ☞ **Focus on the potentials and strengths of the pupils:** Special educational diagnoses should not be the focus, but the strengths. Partial performance strengths and special talents of the pupils should be picked up and promoted so that the children can experience success. A child with autistic behaviour who can run particularly fast, for example, can emerge victorious in sprints.
- ☞ **Individual performance and performance feedback:** Children should be encouraged and challenged to perform according to the limits of their abilities. Here however the individual reference standards should be placed in the forefront and process-oriented, dialogue-based forms of performance assessment should be used. Individual

development reports or portfolios are suitable for this purpose, for example - but performance and performance feedback should not be dispensed in inclusive sport.

- ✧ **Accompanying individual learning:** Individualised learning is a highly complex model that cannot be mapped in the grid of “normal” and “impaired” learners. To appropriately recognise the abilities of the pupils, it is advisable to actively involve pupils in the learning processes. For this purpose, open, game, and activity-oriented tasks that can combine self-directed and social learning should be used.
- ✧ **Learning in a peer group:** Learning with and from each other is an excellent method to promote social competencies in the learning group. Communicative and action-oriented learning scenarios are particularly suitable for this purpose, in which new knowledge can be developed through joint discussion.
- ✧ **Role of the teacher:** The main goal must be to create a positive atmosphere in the class. The lesson design should be characterised by content-related tasks that the whole group is responsible to solve.

The didactics and methodology of inclusive physical education are guided by the objective of introducing relevant teaching and learning processes, promoting autonomy, and are empowerment-oriented. The task is primarily to prepare for the pupils different contents (exercises, tasks, movement games) of physical education in a developmental and action-oriented way – differences in performance should be normalised. Certain **methodological principles** should be taken into account for the structure and sequence of exercises, tasks, and games. The individual steps should always be guided by the following principles:

- ✧ From easy to difficult
- ✧ From simple to complex
- ✧ From known to unknown

The following **teaching methods** are particularly suitable for inclusive physical education:

- ✧ Demonstrating and showing movement;
- ✧ Describing and explaining movements;
- ✧ Setting a movement task;
- ✧ Providing movement support, 'leading' movement;
- ✧ Observing and commenting, analyzing and correcting mistakes, conducting class discussions, and using various support materials.

When choosing adequate exercises, it is advised to offer actions and tasks with different options so that the young learners can choose to participate according to their interest and ability. Station tasks, obstacle courses, circuit training, relay games and small games with different levels are particularly suitable. Team games such as football, handball, basketball, volleyball or others require team spirit and promote different strengths at the same time. In addition to speed, ball skills and a good eye for game play are important. If the teams are roughly equal, different strengths come into play and are used by the players. The game can also be played in short sequences so that the ability to concentrate is not too strained. To ensure fair play, it is also advised to introduce a clear **set of rules**:

- ✧ Clear and concise rules should be communicated within the team, and checked to be understood by all pupils;

- ⌘ Use of yellow and red cards to indicate rule violations. It should be clarified in advance how many cards lead to a certain measure.
- ⌘ Alternatively, time-outs can be imposed for rule violations, which are served on the side of the court.
- ⌘ Selected pupils can act as impartial referees or pilots - after appropriate instruction.

Whatever rule is applied, it follows as much as possible any official regulation in sports like football, volleyball, handball the easier it is for a little more experienced to refer to their existing knowledge and to then also rely on these rules in the future for e.g. matches with other teams.

It is also advised to introduce reflection phases in which the sports lesson is evaluated together with the pupils: what was good - what was not so good? How did the pupils feel about the respective actions? So-called “mood sheets” can also be used for this purpose.

CONCLUSIONS

Many people give up their dreams because they believe that are not good enough or that they lack strength and skills. Mankind needs motivation more than ever - people whose achievements prove that nothing is impossible. Our role models are always those individuals with whom we share similar characteristics and admire.

Today, it is estimated that about 15 % of the world's population has a disability. More than 190 million people face the limitations, rejections, and prejudices that define their social life. It is of crucial need of the society to receive window into the future and enable every child and adult to participate in sports, be in a fan experience, and take part in voluntary programs. Theoretical progress to fully include all diverse children is not significant enough, neither good practices are gathered satisfactory to fulfill contemporary needs of active educational inclusion through sports. That is why it is logical to assume that educational system should support sport teachers for creating and implementing opportunities to leverage possibilities for inclusion across all levels of games involvement. And the educational management should underline the trust in the abilities of sport pedagogues, who confidently step in their practice on the integrative pillars: diversity, equity, and inclusion.

Inclusive physical education should enable all children to fully and actively participate in physical education – through classes which enrich all and highlight potentials of each pupil. The diversity of each individual in a group is understood as a stimulus and enrichment for learning and development processes of the whole group. All children have the right, regardless of their physical and cognitive possibilities and limitations, to learn about the equally important perspectives of inclusive sport. Every teacher has the right to be supported in achieving pedagogical situation for inclusive process for all students.

Nowadays, many sports are adapted to people with disabilities. Target is not the professional sport but to socialize, progress and move forward the person, as a human. Sport helps in various areas of life – such as work and emotions. Active inclusion through sport, not only at school, allows every person, despite the age and position, to implement the right to contribute to the development of the personality, community and society. Because contemporary person, as the entire civilization works for that, is able to realize dreams and is aware that the whole world belongs to her/him. There are no borders for mankind nowadays, and therefore crossing borders shouldn't be applicable to any person any more.

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