

Peculiarities of The Organization of Physical Education Classes for Students with Disabilities Based on Inclusive Education

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Abstract

The article discusses the specifics of organizing physical education classes for students with disabilities on the basis of inclusive education. The relevance of the work lies in the selection and scientific and pedagogical research of a problem that is insufficiently studied in the Republic of Kazakhstan and concerns the issue of organizing physical education classes for children with limited educational opportunities in ordinary schools without placing them in special educational institutions and training special teachers.

Introduction

Currently, due to various objective and subjective reasons, our society receives more and more children who fall into the category of abnormal children, or have defects expressed by physical disabilities. Given the difficult demographic situation, the number of such children is quite large, but these are our citizens who, having become adults and capable, will live and work to the best of their abilities for the benefit of society. Both the structures of municipal government and society as a whole have to reckon with it [1].

Children with disabilities are a social group that needs increased attention from society, and special protection of their rights from the state [1, 7c].

In general, disability as a problem of human activity in conditions of limited freedom of choice includes several main aspects: legal, socio-environmental, psychological, socio-ideological, industrial, economic, and anatomical and functional [1, 9c].

There are many different reasons associated with developmental disorders. Chromosomal abnormalities, intrauterine injuries, or prenatal injuries. Accidents and illnesses during the development period. An analysis of the current state in the field of inclusive education has revealed a number of

contradictions between:

1. The need to develop and improve the system of inclusive education in the field of general education and the insufficient level of organization of work on physical education with children with disabilities;
2. The requirements imposed by society and schools on the need to organize work in physical culture and sports, in the field of inclusive education and the lack of development of methods of working with children with disabilities;

The desire to find technologies for resolving these contradictions has determined the scientific problem of our scientific research: "How to ensure psychological, pedagogical and didactic conditions. A pedagogically justified, effective system of organizing physical education classes for children with disabilities" [3], [4].

The solution to this problem will make it possible to adjust, improve and optimize the organization of physical exercises for physical development and physical training in order to develop and raise the level of children with special educational opportunities, which is inextricably linked to the process of comprehensive development and adaptation of future physical education teachers to professional activities [2].

The purpose of the research is to optimize the process of organizing physical education classes in working with children with limited educational opportunities.

In accordance with the problem and the purpose of the study, the following **research objectives** are formulated:

1. To conduct a theoretical analysis of the current state of inclusive education as a phenomenon of pedagogical reality and as a socially significant problem.
2. To develop and implement pedagogical conditions conducive to improving the effectiveness of physical education in the process of inclusive education.
3. To develop a pedagogical model for organizing the process of physical education with children with special educational needs and to test its effectiveness during a pedagogical experiment.

Research Method

To solve the problems of the dissertation research, a set of research methods was used: scientific analysis of psychological, pedagogical and scientific-methodical literature, program-methodical documentation, normative documents and scientific papers on the research problem; modeling methods; observation; questionnaires; diagnostic methods (self-assessment, expert assessment); pedagogical experiment (ascertaining, forming and controlling); methods of mathematical statistics for processing experimental data [8,9].

The object of the research is the educational process of children with disabilities.

The subject of the research is the physical education of children with disabilities.

The experimental base of the research is in the urban secondary schools of Shymkent.

Results and Discussion

At the first, exploratory and preparatory stage, philosophical, sociological, psychological and pedagogical literature, publications on the research topic will be studied; regulatory and program documents on the problem of introducing inclusive education in our country and in the world, on the education system for people with disabilities, will be analyzed; the topic will be selected and the formulation of the research problem will be carried out, the subject, hypothesis, stages, development of priority tasks and research directions were determined; the methodology of experimental work.

At the second, theoretical and design stage, work will continue on the study of scientific and pedagogical literature on the research problem, the main theoretical provisions that form the basis of the dissertation research will be clarified. A ascertaining experiment will be conducted to study the state of the problem in the context of inclusive education. At this stage, diagnostic tools and a pedagogical model of physical education organizations with children with special educational opportunities will be developed.

At the third, experimental and generalizing stage, experimental work will be carried out to clarify and verify the research hypothesis; the developed model of organizations of the physical education process with children with special educational opportunities will be tested; the results will be evaluated, the course

of the pedagogical experiment will be adjusted, taking into account the analysis of the results obtained during the research work; The data of testing the main provisions of the dissertation will be generalized and systematized, research materials will be published, conclusions will be formulated, and text design of dissertation materials [5,6].

The scientific novelty of the research results on the organization of physical culture in working with "special" children in the school system is that there will be:

The current state of inclusive education in general and physical culture of children with disabilities in particular are determined;

The pedagogical conditions are revealed (contributing to the improvement of personality-oriented, effective physical education in the process of inclusive education);

A pedagogical model of the organization of the physical education process with children with special educational opportunities has been developed;

Based on the developed model, a special course on physical culture organizations in inclusive education was designed [6,8].

The theoretical significance of the research results is that it will contribute to the system of physical education organizations with children with disabilities, supplementing the theory of inclusive education with a new aspect, and consists in substantiating the system of physical education and sports organizations for working with children with disabilities. The developed model of organizations of the physical culture process in the field of inclusive education enriches scientific knowledge about the goals, principles, content, forms, and methods of work in inclusive education [10].

The practical significance of the research lies in the fact that scientific and methodological recommendations on the organization of physical education classes in working with children with special educational opportunities will be developed and tested; a special course "Organization of physical education classes in the field of inclusive education" has been developed.

Conclusion

The results of the study can be used in the professional development system for physical education teachers at educational institutions of various levels (schools, lyceums, universities) involved in the field of inclusive education.

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