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Rules For The Organization Of Inclusive Physical Education And Sports Activities.

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ABSTRACT

The idea of inclusion in educational institutions is actively being popularized in Russia now. In the subprogramme "Development of preschool, general and additional education of children" of the state program of Russia "Development of education" for 2013–2020, the proportion of children with disabilities attending non-special classes in schools is considered important. Their number is planned to reach 1 percent by 2020. If we analyze the total number of children with disabilities in Russia, then the planned percentage of children with disabilities involved in the inclusive educational process is negligible. Unfortunately, only 22.08% of children from the above number are capable of learning, only 5.47% can control their behavior, only 28.92% can move independently, and 17.2% can communicate. The success of inclusive physical education at school depends on the percentage of people with disabilities in the group, their individual characteristics, the nature of the disease, the preceding pre-school inclusive education, and material and technical support. It is also very important to have two trained teachers, their relationship to the wards and active use of knowledge in the field of adaptive physical culture, an inclusive learning process, as well as a desire to engage with all participants in an inclusive physical education class.

Keywords: inclusion, physical activity, disabled, muscular activity, training.

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INTRODUCTION

The development of a living organism does not always occur without the occurrence of pathology at any of the stages of ontogenesis [1-4]. This was noted in all biological objects, including animals [5–8], which are actively used by humans [9–18]. At the same time, the special attention of researchers of this issue is focused on a person in order to find approaches to solving various issues of his treatment and rehabilitation [19-21]. It is recognized that a large healing effect is observed as a result of rational physical exertion [22, 23]. They are able to compensate for very many dysfunctions [24, 25], and in some cases heal the human body [26, 27]. In this regard, the inclusion is actively used [28].

The idea of inclusion in educational institutions is actively popularized by the Ministry of Education of Russia [29]. In the second subprogramme “Development of preschool, general and additional education of children” of the state program of Russia “Development of education” for 2013-2020, approved by the decree of the Government of Russia of April 15, 2014 No. 295, the proportion of the number of disabled children was named as one of the target indicators enrolled in non-ad hoc school classes, up to 1 percent by 2020 [30].

Objective: to consider the rules for the organization of inclusive physical education and sports activities.

If we analyze the total number of children with disabilities in Russia, and according to Rosstat (2017) 636024 people, the percentage of disabled children planned for the inclusive educational process planned by the Russian Ministry of Education is negligible. Unfortunately, only 22.08% of children from the above number are capable of learning, only 5.47% can control their behavior, only 28.92% can move independently, and 17.2% can communicate [31].

In 2015, 0.8% of children with disabilities out of the total number of kindergarten students and 1.7% of students with disabilities, and 3.5% of students with disabilities, were able to attend a pre-school educational institution together with healthy peers. In this regard, it is clear that the idea of inclusion in society is more necessary not so much in the system of general joint education of children, but in the framework of extracurricular physical education and health activities [32] in order to provide inclusive physical recreation and inclusive sports competitions.

Inclusive physical education classes are applicable in the framework of the implementation of extracurricular activities with children with disabilities in the case when children with disabilities are enrolled in correctional classes or remotely. In this case, such classes should be considered not only as a means of social integration, but also as a factor in the restoration of psycho-emotional balance [33].

We can talk about full inclusion when each of the disabled children involved in physical exercise does not just participate, but also does it effectively. The implementation of such activities is based primarily on building up understanding within the inclusive group and overcoming stereotypes and prejudices through interviewing disabled people with secondary school students [34].

The model of inclusive physical recreation implies that students do not have to attend one class or school, a group can be formed not only in the process of extracurricular activities on the basis of a general education institution, but also sports sections [35].

The conditions affecting the process of building such classes include the quantitative composition of persons with disabilities in the group, their developmental characteristics, including psychophysical and functional limitations, the presence of comorbidities, material and technical support, the professional qualities of teachers and coaches, and the presence of inclusive experience of students [36].

Organizing an inclusive physical education class, you must adhere to the following rules:

- All tasks are presented in a simple form;
- the rules should be explained consistently, giving preference to the simplified, adapted to the individual characteristics and capabilities of those dealing with disabilities;
- the location of equipment in the hall in the process of training should be clear to everyone;
- during the exercise, divide students into small groups or in pairs;

- to discuss problem situations in the course of the class with the whole group in order to find a joint solution
- prevent negative attitudes towards children with disabilities;
- to designate clear and understandable boundaries of what is permitted in the lesson, preventing possible manifestations of psycho-functional disorders in children with disabilities in the process of such an inclusive occupation: various types of frustration reactions (aggressiveness, excessive emotionality), unpredictable behavior, low concentration of attention, perception of others, negative self-esteem, fatigue, excessive sensitivity, vulnerability;
- use specific and general pedagogical methods of physical education (demonstration of movement, its description and explanation, setting tasks, helping them to perform, as well as constantly monitor the course of the lesson, comment on the actions of the students and correct them).

The main five stages of dynamic mutual relations are noted during occupations by inclusive physical culture: it is necessary to analyze such classes in order to balance the combination of several specified levels in its framework. It is also necessary for schoolchildren to take part in building a lesson, especially at stage 5 [37].

Focusing on the data in the table below with options for implementing inclusive motor activity by age categories (division into classes), it becomes possible to plan classes for inclusive physical culture, including special teaching methods, depending on the size and developmental characteristics of children included in the lesson, adaptation of the rules games, scoring or scoring differentiation, availability of equipment and venue for all participants of an inclusive sports event (simple Landmarks and bright objects) [38]. Focusing on the options for inclusive sports activities offered in the table below, it is necessary to rely on the age, individual and socio-emotional-mental characteristics of children with disabilities (Table 1).

Table 1. Options for inclusive motor activity

Variant of the game	5-6 classes	7-8 classes	9-11 classes	Type of relationship
Ball game	Introduction to the ball game, learning to possess the ball	Setting the rules of the game	Playing basketball, volleyball, handball and so on. Variants of games sitting on the floor in a wheelchair	Team game
Relay race	Simple tasks	Self-determination	Running technique	
Circuit training	Many breaks	Different degrees of difficulty	The role of the coach for students	Single player game
Паркып	Time setting	Self-determination	Alternative sport	
«Ducks»	Choosing a pair	Different degrees of difficulty	The discussion of the results	Pair play
Throws in the basket	Choosing a distance to throw from the basket	Gradual complication	Technique throw	

CONCLUSION

Successful inclusive physical education depends on the percentage of people with disabilities in the group (5-6 children with disabilities is already a group), their individual characteristics, the nature of the disease preceding pre-school inclusive education and logistics. It is also very important to have two trained teachers, their relationship to the wards and active use of knowledge in the field of adaptive physical culture,

an inclusive learning process, as well as a desire to engage with all participants in an inclusive physical education class.

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