

TEACHING METHODOLOGY OF ADAPTED PHYSICAL ACTIVITIES IN INCLUSIVE EDUCATION SCHOOL CENTERS

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Abstract: In the process of teaching adapted physical school education a particularly important role is played by the means of education, which can be material, methodical and intuitive.

In the present paper, we intend to identify the means of adapted physical activities that respond to the objectives of adapted physical education, depending on the type of disability, in order to improve the didactic process. In this way we applied a questionnaire to physical education teachers from inclusive school centers (n=3) to find out which are the needs of conducting a physical education lesson to children with different impairments.

Observing answers, we considered it appropriate to make some methodical factsheets for the acquisition of the right jump on the trampoline, depending on the three most common deficiencies in such centers.

The conclusions of this methodological material are:

1. The developed material makes a substantial contribution to the fund of specialized materials in the field of adapted physical education and sports;
2. The exercises presented may be the means to achieve the objectives of the gymnastics lessons in special education.

Keywords: *teaching methodology, adapted physical education, deficiency*

Introduction

As a result of the fact that the decade of the protection of people with disabilities (1980-1990), O.N.U. adopted on December 3, 1993 the Standard Rules for Equal Opportunities [1]. In this context it was necessary, especially after the Salamanca Declaration [2], that the science of physical exercise and sports should pay more attention not only to "Sport for All and to All Life" but also to the provision of the scientific-methodological basis for "intervention" physical exercise in enhancing the quality of life of people with disabilities.

In the process of teaching adapted physical school education a particularly important role is played by the means of education, which can be material, methodical and intuitive.

From the point of view of the usefulness and accessibility of the material, methodical and intuitive means, they are frequently applied in various presentation variants during most of the lessons.

Purpose of the research

The multidisciplinary approach can solve some of the problems of a person with disabilities.

The purpose of this study was to observe the teaching of physical activities adapted from school centers for inclusive education and to propose means of teaching gynecological exercises depending on the pupil's deficiency.

Under the conditions of individual diversity existing in the case of people with disabilities, this study could have a direct applicability in designing, organizing and conducting the teaching-learning process with people with special needs.

Hypothesis

In the present paper, we intend to identify the means of adapted physical activities that respond to the objectives of adapted physical education, depending on the type of disability, in order to improve the didactic process.

Material and methods

Our study was conducted within the Albatros School of Inclusive Education in the school year 2016-2017.

In September 2016 we applied a questionnaire to physical education teachers from the Constanta school centers for inclusive education. The results of this questionnaire have led to the production of a chart for the four main types of deficiencies which include the following points:

1. motor-specific activities tailored to the deficiency
2. methodical guidance for teaching adapted physical activities
3. exercises for teaching straight jump to the trampoline

The questionnaire applied to physical education teachers from inclusive school centers included 12 questions, of which the first two ask respondents

for information about their educational experience and especially the special one.

The other 10 questions are open questions aimed at obtaining information on the teaching-learning process in special schools. Since there are only 3 centers of this kind in Constanta, there were 3 specialists who answered these questionnaires.

Results and discussions

Teachers who completed the survey are aged 30-50 years. The time spent in teaching in special education centers is between 4-25 years.

The gymnastics elements most often used in the physical education lesson are free jumps and at apparatus, then the static elements (facial balance, sitting on the shoulder blades).

Most problems in the teaching process are due to the fact that people with various deficiencies are at the same time involved, lack of helpful materials (special mattresses, small appliances) and insufficient bibliographic sources in Romanian.

In the process of learning, physical education teachers in special school centers face learning difficulties specific to deficiencies: poor communication, speech difficulties, etc.

The most used method is the demonstration followed by exercise and explanation.

For the teaching of gymnastics, the questioned teachers use most of the individual work (one behind the other, one after the other), then the work in the box or the semicircle.

The number of pupils in an hour of physical education ranges from 10 to 15.

The first three deficiencies in the special schools are:

1. Deficiency of intellect
2. Neuro-motor deficiencies
3. Sensory deficiencies (sight and hearing)

The exercises used to develop links 2 and 3 of the physical education lesson are traditional school running, walking variants, and exercises in the gym for selectively influencing the locomotor apparatus.

Between 30% and 40% of the students in these institutions the students in these institutions assimilate the taught elements correctly in physical education and sports classes [3].

For teaching some elements, teachers give between 10-15 minutes per hour, for consolidation 15-20 minutes, and for improvement between 5-10 minutes [4].

The limitation of this questionnaire is the number of respondents, which prevents us from generalizing the deduced information on a larger scale. However, we can notice that at our county

level the learning process in these centers is limited by the number and organization of the student class.

Starting from this point, teachers are not always able to individualize exercises and physical activity programs tailored to the needs of class students.

The materials and the means are minimal, the lessons being done with the creativity and ingenuity of the teachers.

Observing these aspects, we considered it appropriate to make some methodical factsheets for the acquisition of the right jump on the trampoline, depending on the three most common deficiencies in such centers.

The methodical sheet for learning the straight jump to the trampoline for people with mental deficiency included:

Exercises for Learning Landing:

Exercises in mirror (towards the teacher)

Exercises done with the teacher

Exercises performed in parallel with the teacher

Exercises for Running Techniques:

Exercises performed on the spot in the mirror (towards the teacher)

Exercises performed in parallel with the teacher

Exercises to learn the step jumped

Exercises performed in mirror (towards the teacher)

Exercises performed in parallel with the teacher

Exercises for developing vertical power:

Exercises performed in mirror (towards the teacher)

Exercises performed in parallel with the teacher

Exercises done with the teacher

The methodical sheet for learning the straight jump at the trampoline for people with sensory hearing impairment included:

Exercises for learning landing for people with hearing deficiencies:

Exercises in mirror (towards the teacher)

Exercises done with the teacher

Exercises performed in parallel with the teacher

Exercises for running techniques for people with hearing impairments:

Exercises performed on the spot in the mirror (towards the teacher)

Exercises performed in parallel with the teacher

Exercises to learn the step jumped

Exercises performed in mirror (towards the teacher)

Exercises performed in parallel with the teacher

Exercises for developing vertical power:

Exercises performed in mirror (towards the teacher)

Exercises performed in parallel with the teacher

Exercises done with the teacher

The methodical sheet for learning the straight jump at the trampoline for people with visual sensory impairment included:

Exercises for Learning Landing for Visually Impaired Persons:

Exercises done with the teacher

Exercises for running techniques for people with visual impairments:

Exercises done with the teacher

Exercises performed in parallel with the teacher:

Exercises to learn the step jumped:

Exercises done with the teacher

Exercises performed in parallel with the teacher

Exercises for developing detention:

Exercises done with the teacher

The methodical sheet for learning the straight jump at the trampoline for people with neuromotor deficiencies included:

Exercises for Learning Landing:

Exercises in mirror (towards the teacher)

Exercises done with the teacher

Exercises performed in parallel with the teacher

Exercises for learning the technique of running for people with neuromotor deficiencies:

Exercises performed on the spot in the mirror (towards the teacher)

Exercises performed in parallel with the teacher

Exercises to learn the step jumped:

Exercises performed in mirror (towards the teacher)

Exercises performed in parallel with the teacher

Exercises for developing vertical power:

Exercises performed in mirror (towards the teacher)

Exercises performed in parallel with the teacher

Exercises done with the teacher

Conclusions

We believe that each physiotherapist, physical education or sports specialist needs to increase their level of knowledge, skills and behavioral skills to understand, advocate, and promote the specificities of learning specific to people with disabilities. Knowing very well the aspects of motor learning, as well as the specific nature of the different types of deficiencies, each specialist will be able to make personalized programs for every person in need of intervention and kinetic assistance [5].

The conclusions of this methodological material are:

1. The developed material makes a substantial contribution to the fund of specialized materials in the field of adapted physical education and sports;
2. The exercises presented may be the means to achieve the objectives of the gymnastics lessons in special education.

Starting from these conclusions, we propose to approach all the gymnastics elements in the curriculum and to adapt the methodical exercises to each type of deficiency.

References

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