



# Approaches and Models in Special Education and Rehabilitation



Belgrade 2020.

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THEMATIC COLLECTION OF INTERNATIONAL IMPORTANCE

Belgrade, 2020

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Publisher

University of Belgrade – Faculty of Special Education and Rehabilitation  
Publishing Center of the Faculty

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Proceedings will be published in electronic format CD.

Circulation 150

ISBN 978-86-6203-139-6

*By decision no. 3/9 from March, 8th 2008. The Teaching and Research Council of the University of Belgrade – Faculty of Special Education and Rehabilitation initiated Edition: Monographs and papers.*

*By decision no. 3/63 from June, 30th 2020. The Teaching and Research Council of the University of Belgrade – Faculty of Special Education and Rehabilitation has given approval for the printing of Thematic Collection "Approaches and Models in Special Education and Rehabilitation".*

## SPORTIZATION OF PHYSICAL EDUCATION: RUSSIAN EXPERIENCE

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### SUMMARY

*In modern conditions, contrary to the traditional practice of educational institutions focused on educational results in terms of subject, cultural, professional competencies and the creation of a health-saving environment new conceptual approaches and innovative technologies are being formed that allow recognizing students' health as a fundamental educational object. The need for shifting the emphasis from creating a health-saving environment of educational institutions to building a health-forming educational space, which ensures the development of health-forming values and meanings, has already been recognized. The authors trace the relationship between sportization of physical education and health-forming educational space.*

Key words: physical education, professional competence, sport

### INTRODUCTION

The health-forming educational space of an educational institution should directly stimulate adaptive capacities of students by strengthening their health, contributing to their productive activity, increasing their health-forming competence, as well as successful adaptation and socialization in the educational institution. From the standpoint of health formation, sportization of physical education can be considered as a new research methodology in the field of education and as an innovative technology that allows the development of pedagogical practice.

The system of physical education in Russia needs to be updated both in terms of content and technological plans. According to Grigoriev, "outdated teaching methods in the lessons of physical education, its poor material base, lack of training, limited hours for training and less effective forms of lessons in sports do not make it possible to have a serious impact on comprehension of sports culture and different types of team sports that bring health and socialization experience for students" (Grigoriev, 2015). At the same time, the health status of the younger generation is alarming for health workers, teachers and parents.

### Sportization

One of the ways to solve the aforementioned problems of health and sports education of students is sportization as an active use of sports technologies, competitions and elements of sports in the educational process of schools and universities. Sportization is considered as the modernization of physical education and training, as well as the creation of conditions for the development of youth sports and its accessibility.

Experiments and pedagogical experience show that increasing the effectiveness of physical education through sportization helps to train healthy, educated, and tolerant people capable of making decisions, predicting their consequences and taking responsibility for the result. A special role in the emergence of these qualities belongs to team sports used for the sportization of sports schools in Russia.

Attempts to solve the issue of physical education were undertaken by many scientists, experts, managers and teachers in our country. The works of L. Lubysheva, V. Lyakh, V. Balsevich, A. Bondarchuk, P. Grigoriev, S. Gordon, N. Kostrova, R. Raevsky are dedicated to "the sportization of physical education as a key problem". The pedagogical experiment of Balsevich showed not only a significant improvement in the physical fitness of schoolchildren but also "a radical change in the attitude of adolescents to physical education classes" (Lubysheva, 2015). Shchetinina (2009) wrote and published the manual entitled "Sportization of Physical Education". Bondarchuk (2007) also published a manual on the sportization of physical education. Grigoriev (2015) investigated the issues of sportization of physical education in a comprehensive school. Gordon published the scientific-methodical manual "Sports training at school", and Lyakh proposed guidelines for the restructuring of physical education in a comprehensive school (2008). Raevsky (2008) considers the sportization of physical education as an important issue of our time. Lubysheva revealed the essence of sports education at school (2006).

According to Natalov (2005), an individual approach is necessary in the selection of physical activities for schoolchildren with a different type of functional status of their body. In the context of a mass school, it is possible to build up certain pedagogical activities so teachers and students are personally active in building their own education programs (both in terms of training and development). This involves joint (student-teacher-parent) project activities aimed at the student's self-development, a joint choice of methods, means, pace, etc. for the implementation of this activity, a joint selection of goals and objectives of self-development.

The aim of sports-oriented physical education is to provide schoolchildren with the freedom to choose exercises, their intensity and performance, as well as the possibility to change the type of physical education or sports activities based on awareness of individual physical abilities and potential opportunities.

It should be noted that Balsevich (2003, 2005) when talking about new tasks of physical education, believes that all forms of physical education in the school should be focused on the upbringing of a harmonious physically active person, which can be achieved through knowledge and the mechanisms of interiorization of the value potential of physical education, as well as through instilling conscious requirements for physical activity.

Nevertheless, the general issues of the scientific and methodological approaches to physical education are connected with the absence of scientifically based, universal methods of stimulating students' motivation for physical exercises with respect to individually-needed and socially expected aspects of the chosen sport.

A radical change in the already rudimentary traditional system of physical education can overcome this problem (Balsevich, 2002; Komkov, 2002; Lubysheva, 2009; Stolyarov, 1997; Vavilov, 1995). In this regard, in the 90s, Balsevich (1998) and Lubysheva (1994)

formulated options and forms for constructing physical education classes, the content of which was based on the converted phenomenon of sports training substantiated by the masters of Russian physiology, namely Farfel (1955), Krestovnikov (2006), Zimkin (1975). The concept was called "sports-oriented physical education" (Lubysheva, 1994).

The innovativeness and ideological basis of sports-oriented physical education consist of designing conditions that exclude undifferentiated development of physical education values in students, and, at the same time, show the near future of their qualitative and quantitative physical improvement in compliance with personal motives, characteristics and claims of an individual student.

A review of advanced domestic and foreign educational technologies aimed at enhancing students' health allows us to judge the high efficiency and prospects of sportized and sports-oriented forms of work with children and youth, since this methodology allows for positive adaptation shifts and increases motivation for sports self-improvement and giving up bad habits.

Sports-oriented physical education in many regions of Russia has found its followers and successors. The practical value of these ideas is in the reproducibility of each educational institution at the expense of its own infrastructure (Balsevich, 1998, 2006, 2009; Lubysheva, 1994, 2009, 2010).

The positive effect of this scientific field is shown in a huge number of long-term pedagogical research (from 1978 to 2010) in Russian cities: Perm, Naberezhnye-Chelny, Tchaikovsky, Surgut, Omsk. Many studies are ongoing at present, in the publications there are facts of a positive effect of sportization of physical education in educational institutions of various types, which allows students to improve physical condition, strengthen their will, actively abandon health-damaging habits (Balsevich, 2002; Belova, 2009; Fonarev, 2009; Lubysheva, 2008; Markova, 1983; Progonyuk, 2000).

We consider the health formation as a stable positive dynamics of the morphofunctional qualities and personality traits of a person in implementing his or her biological and social functions. The semantics of health-forming activity in the context of a theory of activity is represented by a combination of four basic semantic meanings, which can be briefly described as: a specific way of life; holistic education, socio-medical-pedagogical system, methods and conditions as well as the result of maintaining and improving human health in all its diversity. A theoretical study showed that the concept of a healthy activity in pedagogy is relatively new and in modern conditions its significance is exacerbated.

The healthy educational space of a school is considered as:

- a multi-level space that includes the influence of the federal and regional levels on health preservation of a primary school student;
- a multidimensional space, the main aspects of which are: pedagogical, educational and health-forming;
- a multi-vector space, where the vector of health-forming activity coincides with the vectors of all other types of activity, and itself is represented by a set of directions for the formation of meta-subject health-forming competencies.

The author's concept of the health-forming educational space of the modern school is based on the following provisions:

The mission of the comprehensive school is changing through the consideration of the educational space as an open, mobile territory of active socialization of health-responsible subjects (teachers, students, parents) interacting with the physical and socio-cultural environment, in which conditions are created for the formation of meta-subject health-forming competencies, self-realization and self-expression personality.

The health of students becomes a fundamental educational object and a meta-subject educational result.

The core of the school's health-forming space will be a system of students' physical education, in which differentiation of developmental effects is carried out through comprehensive monitoring of the current psychophysical status and the adaptation of the student's functional systems to optimal physical stress, as well as the creation of conditions for the realization of their right to choose types and modes of motor activity in the third lesson of physical education and after school hours.

The meta-subject of health formation is realized through interdisciplinary integration and the integration of lesson and extracurricular health-forming, cognitive, developing, self-educational activities of subjects (teachers, students, parents).

The criterion of the teacher's professional competence is not only information ownership but also the ability to organize a health-forming space that creates the conditions for positive dynamics in the health status of students.

The following principles became the guidelines for constructing the school's health-forming educational space:

1. **Proactive compliance with educational standards, the mission of the comprehensive school and the educational needs of the subjects.** The implementation of the principle involves predictive and critical design of a health-forming educational space taking into account legal acts of various levels, school mission provisions, educational and health-related needs of educational subjects and society, as well as a comparison of educational results with the declared goals and experience of other domestic and foreign educational organizations.
2. **Environmental friendliness and cultural conformity.** It involves the multi-vector, integrative and embedded nature of space in natural, civilizational and educational structures of a higher order and the involvement of its subjects in various social relations and social practices for the formation of health, which stimulate the spiritual and physical development of subjects of school space. The strategy of organizing the space should be guided by the interaction of the school with related social institutions and partners.
3. **Natural conformity and the humanistic lability of structural-functional relations.** It provides for the inclusion in the educational process of heterochrony of individual age-related ontogenetic features of the subjects and corresponding educational, developmental, health and other influences, as well as declares the self-worth of subjects, their right to freedom of choice and the humanity of pedagogical influences. It updates a flexible set of educational and health-improving conditions that allow subjects (teachers, students) to develop taking into account their individual characteristics. The principle

involves the inclusion of subjects in activities that are optimal for their personal characteristics, motives, interests.

4. **Health-forming validity of educational technologies and conditions.** The principle is based on the need for detailed monitoring of the status of students on the basis of pedagogical, psychological, sociological and medico-physiological studies as a measure that determines the conformity of pedagogical and other means, methods, conditions and results to the declared goal of forming meta-subject health-related competence of students.
5. **Stimulating the psychological mechanisms of responsibility for one's health, personal development and partnership.** The implementation of the principle consists in the need to saturate the educational space with activities, relationships and incentives (situations ("success", "failure", etc.), symbols, contradictions) as "triggers" of the student's health-forming reflection and personal development, and also partnership and exchange of meanings of the health formation of the subjects (student - teacher - parent) and society as a whole.

The purpose of education as a set of requirements of society in the field of spiritual reproduction and as a social order is a determinant (prerequisite) for the emergence of pedagogical systems. Within the framework of these systems, it becomes an immanent (inherent) characteristic of education. According to Anokhin (1975), purpose while mediating real activity not only characterizes its overall result but also determines the way and nature of human actions. The subjects of the pedagogical process (teachers and pupils) are the unity of purpose and activity, the "mode of transition of society to the individual" and vice versa.

In the goal-related component of the project model of the system of physical education aimed at forming health in students, there is a parity of the following components:

- pedagogy as a unity of positive transformations of the personal characteristics of students;
- socialization allowing a child to comfortably coexist and interact with society;
- education that forms meta-subject competencies of a student;
- health formation considered as a stable positive dynamics of morphological and functional qualities of the body and personal traits;
- sportization, which allows to increase the efficiency of the above processes based on the use of the most powerful potential of sport.



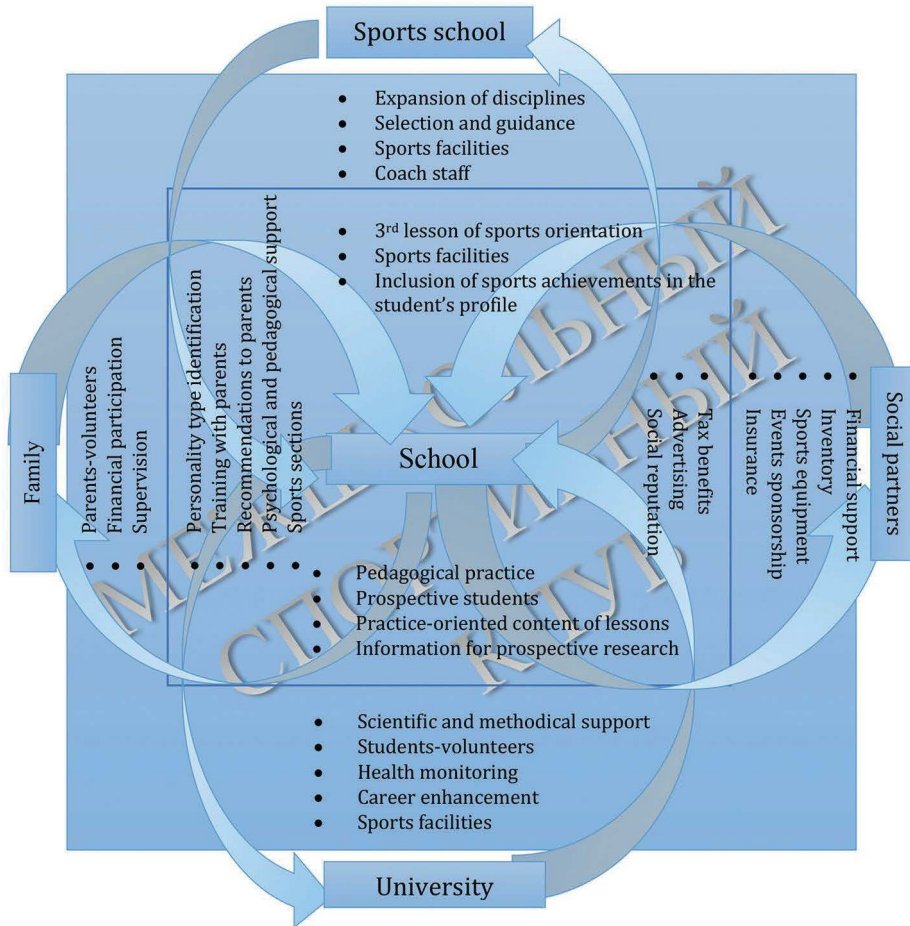


Figure 1. The subject and technological component of the system of sportized physical education

The technological (or procedural) aspect of the project of a system of sportized physical education is represented by:

- interschool sports club activities;
- sports sections operating in the schools participating in the interschool sports club activities;
- interaction with Children and Youth Sports School on the basis of partnership agreements;
- the author's modular program of the third lesson of physical education of a sports orientation;
- programs of preventive psychological support, psychological group training and individual self-training, programs aimed at increasing stress resistance, preventing the damaging effects of acute and chronic stress;

- pedagogical and propaganda activities aimed at the assimilation and implementation of the rules of a healthy lifestyle by each child and members of his/her family;
- pedagogical activities that ensure self-realization, a situation of success, a positive self-esteem, personal comfort for each child included in the educational process.

In terms of content, the formation of a fundamental educational product is ensured by:

- sportization of both lessons and extracurricular physical education of students (the third lesson of a sports orientation, motivating classes in sports sections, classes in sports sections);
- individualization of education and the compliance of the educational program to the physical, mental and socio-pedagogical competence of a child, his/her individual learning abilities;
- compliance with the requirements of sanitary documents in an educational institution under medical supervision;
- implementation of medical preventive programs at the state, regional and institutional levels;
- rational organization of nutrition and microsocium in an educational institution and in the family;
- formation of meta-subjective health-forming educational competencies of students;
- compulsory pedagogical interaction of the educational institution and the family in matters of health formation;
- promoting the formation of health and health-forming competencies of teachers;
- humanization of pedagogical activity;
- regular monitoring and subsequent consideration of objective indicators of all components of the health status of subjects of education.

### **INSTEAD OF CONCLUSION**

The sports orientation of the lesson and extracurricular forms of physical education on the premises of Interschool Sports Clubs increases interest in classes, forms a strong positive attitude and sports motives, contributes to socialization and social integration. In modern studies, most scientists consider attitude as the phenomenon of broad personal education, the essence of which is combined by two functions of human consciousness: reflection of reality and subjective attitude to it. It follows that the education of the person obliges us to create a personal and semantic content in the educational space. The phenomenon of sport, in its modern sense, is most fully consistent with the solution of this problem: wrestling is full of emotional interpersonal and intergroup experiences, a variety of areas of self-realization, self-organization and socialization of a person, a variety of sports roles, an arena of "living" with a personality of various social roles. Achieving these goals is possible only when participating in various forms of club sports.

The educational potential of sports allows forming the positive traits of personality and character, as well as including physical education, sports and universal values in the child's personality. The meta-subject component of the health-forming activity completes the acquisition of a new quality system. It allows not to limit the educational component to teaching knowledge and skills but to form a complex of narrow, general and meta-subject competencies expected by society from the graduate. Thus, the experimental system of physical education ensures the interaction of its elements in forming students' health.

The relationship with the next structural element of the system is predetermined by the need for extensive regular monitoring of objective indicators of students' health and the lack of necessary equipment and qualified specialists at institutions. The implementation of such activities is facilitated by the inclusion of higher educational institutions that has the personnel, laboratory, instrumental, and scientific potential for carrying out such activities. The Institute of Sport, Tourism, and Service (SUSU) was included in the experimental system represented by scientists of various fields: physiologists, biochemists, physicians, psychologists. This allows objectively using modern diagnostic equipment to evaluate all health components: physical, somatic, mental and moral, that is, to evaluate the efficiency of the experimental pedagogical system.

The health-forming integration of educational disciplines is a system determining factor-chronotope of the health-forming educational space. It is focused on the health of students and implemented on the basis of the meta-subject approach by highlighting in each academic discipline a circle of real objects connected with "health" as a fundamental educational object.

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