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TRAINING AND SOCIALISATION OF INCLUSIVE EDUCATION OF STUDENTS BY MEANS OF ADAPTIVE ROCK CLIMBING

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Abstract. The article is devoted to the issues of rehabilitation and organization of inclusive education of students with special educational needs at PSTU in the conditions of functioning of higher professional education.

Inclusive (adaptive) education in physical education by means of adaptive rock climbing for PSTU students with disabilities and special educational needs has been developed on the basis of regulatory documents, modern approaches to organization and principles.

The work considers the special educational space created at PSTU for students with special educational needs in the inclusive educational space based on adaptive rock climbing, due to its psychophysiological characteristics and needs. The article reflects, on the one hand, the expectations and aspirations of students for "real" (not virtual) forms of life, where they can feel not only the limits of their intellectual, social, age and physical capabilities, but most importantly can correctly perceive the boundaries of personal responsibility for their actions and emerging (real) risks to life and health, on the other hand, this program is a response to the development of extreme sports that are relevant and in demand among young people.

Considering the trends and fashion of contemporary youth to go in for sports and the fact that students with disabilities also strive for this, adaptive rock climbing will help them with this. This opportunity is provided at PSTU, and therefore in comfortable conditions oriented towards this category of students.

It is certain physical exercises that contribute to the development of functional systems of the body, increase the overall level of health, immunity, adaptability, stimulate mental activity. For disabled students, this is a step towards rehabilitation and expanding contacts with the outside world.

Key words: student, inclusive education, adaptive rock climbing, adaptive physical education, students with special educational needs, disabilities.

Analysis of the latest research and publications.

One of the priority areas in social policy in relation to persons with disabilities is medical and social rehabilitation, which is a process of inclusive education or adaptive physical education (hereinafter APE). One of the systems of inclusive physical education is adaptive rock climbing.

The concept of "limited health opportunities" (hereinafter LH) is used in relation to persons with minimal organic or functional damage to the central nervous system.

Thanks to the system of additional education, a student with LH participates in various activities, acquiring specific skills for successful adaptation to society, equal opportunities for further existence in it.



Rock climbing is a unique sport that combines physical exercise and the development of logical thinking. Rock climbing also develops personal qualities, teaches persistence, determination, composure, and mutual understanding. Rock climbing is aimed at improving mental and physical development, strengthening health, and contributes to the development of such character traits as courage and perseverance, independence and initiative, determination and courage, endurance and self-control. Special physical qualities are improved: speed, strength, flexibility, coordination, and endurance. But this is a complex sport, it involves more than just planned tests of will and endurance, the climber faces a whole system of changing situations, and the winner is the one who can counter the difficulties and dangers of rocks and mountains not only with physical strength, but also with his intellect.

Adaptive rock climbing (paraclimbing) is aimed at people with disabilities. Adaptive rock climbing is a new direction of sport for people with intellectual disabilities. It is not only a sport, but also a method of rehabilitation, not only physical activity, where all muscle groups work, but also a test for coordination of movements and logical thinking.

Adaptive rock climbing directs the extreme nature of the discipline into a safe and mass type of physical activity. During classes, 97% of the body's muscles are simultaneously involved.

Rock climbing classes are aimed at improving mental and physical development, strengthening health, contribute to the development of such character traits as courage and perseverance, independence and initiative, determination and courage, endurance and self-control. There is an improvement in special physical qualities: speed, strength, flexibility, coordination, endurance. But this is a complex sport, it involves not just planned tests of will and endurance, the climber is faced with a whole system of changing situations. The term "limited health opportunities" (LH) is used in relation to individuals with minimal organic or functional damage to the central nervous system. The main problems of students with LH:

- lack or underdevelopment of communication skills;
- impaired motor functions;



- weak physical activity;
- social and psychological limitations;
- difficult socialization process.

Thanks to the system of additional education, students with LH participate in various activities, acquiring specific skills for successful adaptation to society, equal opportunities for further existence in it.

Based on the analysis, 4-5% of young people are practically healthy, up to 60% have poor posture, 20% have flat feet, and 3% have disabilities. In 2021, more than 30% of young people under 20 do not meet the requirements for physical fitness standards, 1% of young people have been diagnosed with a disability, and 35% are not engaged in physical education or sports.

To solve educational problems within one educational organization, it is necessary to search for and identify network partners in order to meet the needs for full social adaptation. Educational organizations will create optimal conditions for obtaining equal and accessible education for all categories of students.

Adaptive rock climbing will allow you to organize a community of peers focused on the active inclusion of each student in joint activities - both with special needs and normally developing. Organizing adaptive rock climbing classes will create a friendly working atmosphere, work out the possibilities of making non-standard decisions, increase mutual assistance and support for students with disabilities, parents and teachers.

With regard to this, it can be stated that the problem of training, education and development of the younger generation is of particular importance at PSTU, as well as the creation of an inclusive education system (adaptive rock climbing) according to European standards in the conditions of a modern university, which contributes to the successful implementation of an individual educational program for students with disabilities, their physical and intellectual development

The article used the foundations of modern innovative pedagogical inclusive education (T. Lorman, J. Deppler, etc.), research by E. Shapiro, E. Alekseeva, which indicate the need to create a training system for students with disabilities and students



with normal development, the theory and organization of adaptive physical education (S. Evseeva, L. Shapkova, etc.).

The activity of optimization of the inclusive educational process of PSTU requires the creation and implementation in higher education of an innovative approach, methodological support of the process for students with disabilities, including students with disabilities.

The objective of the study:

- to develop and implement adaptive rock climbing classes in the professional educational process of students with special educational needs, taking into account the special educational needs and individual capabilities of students.

- to implement innovative adaptive rock climbing methods in the educational process, ensuring the minimization of educational, material and social barriers, which guarantees accessible quality education for students with disabilities.

- create the necessary educational base.

Research methods:

- analysis of scientific and methodological literature on the organization of the formation of an inclusive educational space for students - adaptive rock climbing in the discipline of adaptive physical education;

- analysis of teaching adaptive physical education;

Research results.

To solve educational problems within one educational organization, it is necessary to search for and identify network partners in order to meet the needs for full social adaptation. Adaptive rock climbing will allow you to organize a community of peers focused on the active inclusion of everyone in joint activities - both with special needs and normally developing.

The objectives of the educational organization are dedicated to solving the problem of rehabilitation and organizing inclusive education for students with special educational needs.

Educational:

- satisfying the cognitive interests and developing the cognitive and creative



abilities of students with disabilities;

- achieving by students with disabilities the level of physical fitness corresponding to that proposed in this program;
- mastering by students with disabilities of basic knowledge, skills and abilities in rock climbing;

Developing:

- forming a healthy lifestyle in students with disabilities through systematic rock climbing;
- strengthening the health of students with disabilities;
- developing students with disabilities' motor (conditioning and coordination) abilities and teaching them vital motor skills and abilities;

Educational:

- cultivating in students with disabilities the level of need and ability to independently engage in physical exercises, consciously using them for the purposes of rest, training, improving performance and strengthening health;
- instilling basic hygiene skills in students with disabilities.

Introduction to the Higher Education Program of inclusive education in universities - adaptive physical education for students with disabilities are certain sports and health events aimed at the rehabilitation and adaptation to the natural social environment of students with disabilities, overcoming psychological barriers that prevent them from living a full life, and also realizing the need for a personal contribution to the social development of society.

When studying the discipline "Physical Education and Sports" under the inclusive education program (adaptive rock climbing) involves mastering a system of scientific, practical and specialized knowledge necessary for understanding the natural and social processes of physical education, the ability to adaptively and creatively use them in personal and professional. Forms and mode of classes:

1. Theoretical material is taught in the form of lectures, discussions, individual classes, with the study and analysis of teaching aids, films and videos, specialized magazines.



2. Practical and theoretical classes, work on individual plans, participation in competitions, friendly meetings, instructor and referee practice, hikes, excursions provided for in the sections of the program.

3. General physical training - the program material is presented in the form of tasks (exercises), grouped into separate blocks according to the principle of their primary focus on certain physical qualities. The tasks (exercises) themselves are similar in structure to one degree or another to the structure of the subject skill being formed.

The program we offer is based on the concepts of education: personality-oriented, cooperation, humanism. Its components are based on the self-affirmation of the personality of students with disabilities in the surrounding society. The approach to students with disabilities is implemented by choosing teaching methods and training in adaptive rock climbing, taking into account all the characteristics of the students: the structure and severity of the primary defect, the presence or absence of concomitant or secondary disorders, age, physical development, as well as the systematization of the components of inclusive physical education. Theoretical information was also determined, including information on contraindications for students with musculoskeletal disorders of certain physical exercises, training task modes, starting and ending positions and other prohibitions.

Rock climbing classes are aimed at improving mental and physical development, strengthening health, contribute to the development of such character traits as courage and perseverance, independence and initiative, determination and courage, endurance and self-control, which are so necessary for the successful socialization of students with disabilities.

A special educational space has been created for students with disabilities and students with disabilities, conditioned by their psychophysiological characteristics and needs.

Discipline Physical Education. Adaptive rock climbing. Training and socialization of students with special educational needs in the inclusive educational space of PSTU" was designed taking into account the difficulties that exist in the educational process and are becoming more relevant in the context of inclusive



education, new professional tasks, including pedagogical ones, as well as the requirements of the professional standard for determining the content of training and certification procedures for the program "Adaptive rock climbing". The main idea of the proposed program was to form in students with disabilities and students with disabilities of the university ideas about the need and possibility of using the potential of adaptive rock climbing not only for rehabilitation, but also for the successful socialization of this category of peers.

The introduction of innovative adaptive rock climbing methods into the educational process is designed with the aim of:

- maximizing the viability of students with health deviations;
- mastering by students with disabilities and persons with special educational needs (SEN) theoretical knowledge, skills about the basic concepts, content and specifics of various forms of education and their application in preparation for work.

To achieve the goals set for students with disabilities and SEN, the program provided for solving a set of pedagogical tasks for the implementation of the following areas of work:

- assistance in mastering by students theoretical and methodological knowledge in the field of inclusive physical education - adaptive rock climbing;
- assistance in the formation of students' practical training, skills and abilities in mastering the basic elements of adaptive rock climbing as a type of motor activity, for use in inclusive education;
- assistance in mastering the skills of performing various physical exercises of various functional orientations, technical actions for adaptive rock climbing, as well as application in game and competitive activities.

As a result of mastering the discipline "Adaptive Rock Climbing", students with special educational needs should:

know: methodological foundations of adaptive physical education; goals and objectives of adaptive rock climbing, features of the methodology for selecting physical exercises for students with special educational needs and students with disabilities of various nosological groups, features of teaching motor actions and



developing physical qualities of forms of organizing classes in adaptive rock climbing in different types of APC;

be able to: formulate problems, select appropriate means and methods for solving them; regulate psychophysical stress during adaptive rock climbing classes;

possess: a system of practical skills and abilities that ensure the preservation and strengthening of health, mental well-being, development and improvement of psychophysical abilities, qualities and personality traits, skills of personal experience in improving motor and functional capabilities, ensuring general and professionally applied physical fitness for the future profession and everyday life.

The implementation of the proposed Program in practice allowed:

- to form a system of inclusive education for PSTU students, ensured the implementation of rights to access and quality education regardless of health status;
- to assess the quality of life of students with disabilities involved in adaptive physical education and sports:
- to create effective sports and health rehabilitation programs for individuals with disabilities based on the results of targeted medical and sociological research;
- to maintain the continuity of the activities of medical and preventive, specialized educational and sports and health institutions of the region to attract individuals with disabilities to physical activity and a healthy lifestyle.

Conclusion

Within the educational space, conditions have been created for involving specialists in the work of rock climbing instructors and, thus, popularizing this sport, increasing students' physical activity and conditions for improving the level of leisure organization for the target group. The program events are dedicated to the competent organization of family leisure.

The results of training under the Physical Education Program were obtained, which contributed to the creation of sustainable motivation and the need for a healthy and productive lifestyle, physical self-improvement, the acquisition of personal experience in the creative use of means and methods, and the achievement of the established level of psychophysical fitness.



The introduction of inclusive education made it possible to familiarize society with the concept of inclusion in general, and will provide the university with technical means of adaptive physical education.

High physical activity of students with disabilities revealed higher indicators of quality and satisfaction with life compared to individuals not participating in the inclusive educational process.

The effective development of adaptive physical education has occurred due to a change in the attitude of students with disabilities themselves to systematic physical education classes and increased motivation to lead a healthy lifestyle.

Thus, the development of inclusive education consists in a qualitative and systematic change in the education system as a whole. Inclusive education requires a flexible approach to teaching and learning, to meet the diverse needs for the training and education of students.

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