

PaedDr. Bohuslav Stupák, PhD., MBA

Doctoral student Department of Pre – schol and Elementary Pedagogy

Katolícka univerzita v Ružomberku

Pedagogická fakulta, Hrabovská cesta 1

e mail: bohuslav.stupak@ku.sk

THE IMPORTANCE OF MOVEMENT GAME IN THE INCLUSIVE EDUCATION OF PUPILS OF YOUNG SCHOOL AGE

Theoretical background

The aim of the overview theoretical study is to present the possibilities and importance of play activities in physical education in inclusive education. Contribute to knowledge as movement games in physical education classes develop motor skills and competencies. The paper clarifies the possibilities and benefits of movement games for younger school age students. Using the method of content analysis of texts, it processes recommendations for physical education practice. By describing knowledge and information, it emphasizes the need for targeted physical education intervention to achieve basic motor competencies, abilities and skills. At the same time, it reflects on the issue of methodological and didactic work in physical education classes.

The importance of movement play in inclusive education

With the help of the game, the teacher plans and purposefully develops the necessary movement skills, shapes and strengthens the moral and psychological qualities of the student, and thus influences the creation of basic, necessary movement and will characteristics and habits. Pupils acquire competencies, knowledge, abilities and skills, attitudes:

Competence:

To be active in tasks arising from the rules of the game, to show the ability to cooperate, to follow the agreed rules, to technically correctly manipulate and move the tool, to estimate the movement of the tool and adapt its own movement in various situations and variations, to show a positive attitude to game activities, to apply principles of cultural behavior at sporting events.

Knowledge:

- basic game activities of an individual - to know and be able to name,
- basic information about games and competitions, the importance of competition in sport,

- correct technique of basic game activities of an individual,
- knowledge of the correct handling of gaming equipment,
- knowledge of the basic rules of implemented games,
- principles of safety and hygiene during games.

Abilities and skills:

- proportional development of all motor skills through games,
- mastering the basic game activities of an individual in various variations,
- mastering different ways of handling equipment,
- implementation of games in different environments, in different variations and situations,

- mastering the rules of selected games and the ability to act and decide according to them.

Attitudes:

- positively perceive various games as an important part of human physical activities,
- observe the principles of fair play in implemented games,
- adequately encourage both the actor and the spectator in the games,
- respond adequately in case of victory and accept the loss with recognition of the qualities of the opponent.

From the point of view of *the content standard*, students will acquire the following age and skills:

- technically correct game equipment, know and apply the agreed rules in the game, be active and show a positive attitude towards the game,

- basic concepts - movement game, teammate, player, opponent, captain, referee, rules of the game, field, basket, goal, playing equipment, goal, point, pass, shooting, ball control, ball possession, attack, etc.,

- basic knowledge of the rules in the game, the correct technique of elementary game activities of the individual games, the importance of individual games for the development of certain motor skills or the acquisition of motor skills, the importance of games for fun and health, etc.,

- basic physical activities - games focused on the manipulation of various equipment, even non-traditional, movement games focused on the development of motor skills - fitness and coordination, to practice the acquired basic skills of various character, preparatory sports games focused on football, basketball, handball, volleyball, tennis, etc.

From the point of view of *the performance standard*:

- to know and name the basic game activities of an individual, to know the names of games realized in the educational process,

- apply the rules agreed in the game and respect them,

- apply the correct technique of individual game activities in games,

- use the learned skills from games in an inclusive environment and apply them in everyday life.

Recommendations for pedagogical practice of inclusive education

The use of movement games in inclusive school physical education has a wide application. Most movement games suitable for students in primary education do not need specific, special training. A clear explanation is enough and students can play a new game right away based on the experience of a related game. We state that the use and implementation of physical education in inclusive education at a younger school age increases pupils' interest in physical activity. Movement games are an excellent motivational means for sports activity, they are a basic means of physical education, a means for the development of motor skills. A younger school-age child is already able to focus his attention on the game for a longer period of time, he is interested in games in which there is a plan, division of tasks, variety and rules. In them, he can show his dexterity and ingenuity in solving tasks and the beginnings of orientation.

To ensure success, attractiveness and effectiveness in inclusive education, we recommend following the principles of:

- choose less complex exercises and increase their difficulty gradually,
- perform exercises in various variations,
- include exercises in changing conditions and environments,
- do not forget about rhythmic exercises, acoustic or optical signal,
- use a combination of already acquired motor skills,
- choose to carry out several activities at the same time.

Exercises based on these principles are suitable for all ages in inclusive education. The wider the selection of applied exercises, difficulty, variability, novelty, speed of execution, unusualness, reasonable risk, occurrence of temporal and spatial deficit, the higher their effectiveness. In inclusive education, the principle of proportionality is important, because if there is a heavy burden on the child, there may be disgust to the hitherto popular activity, exhaustion or overload.

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Боднарук Н. В.

практичний психолог

Заліщицького обласного багатопрофільного

навчально-реабілітаційного центру

bogdan_bodnaruk@ukr.net

ВИКОРИСТАННЯ ІННОВАЦІЙНИХ ТЕХНОЛОГІЙ У РОБОТІ З ДІТЬМИ З ОСОБЛИВИМИ ОСВІТНИМИ ПОТРЕБАМИ

XXI століття – століття інноваційної культури, компетентісно спрямованої освіти, життєтворчості і соціальної адаптації особистості. В Україні відбувається процес реформування системи освіти. Це не стільки реформа методу, скільки реформа всього життя дитини. Триває створення умов для активної участі – формування і поширення нової філософії суспільства у житті держави усіх громадян, в тому числі людей з тими чи іншими порушеннями розвитку, що відповідає нормам міжнародних актів на рівні ООН, спрямованої на плекання конкурентоздатної, соціально мобільної, компетентної особистості, яка вміє приймати рішення і нести за них відповідальність. Ця система базується на концептуальних положеннях актуалізації змісту, структури організації спеціального навчання, зумовленого впровадженням інклюзії та наданням корекційно-розвиткових послуг в інших закладах освіти, зокрема в навчально-реабілітаційних центрах. Найбільш значущими серед них є: пріоритетність освіти осіб з інвалідністю, з особливими потребами, що означає випереджальний характер її розвитку, формування нової якості життя. Тож, «перед спеціальною освітою України постає складне завдання: з одного боку, забезпечення кожній дитині з особливими освітніми потребами доступності навчання, альтернативності форм і закладів освіти, здобуття в подальшому бажаного освітнього рівня і водночас забезпечення необхідного корекційно-реабілітаційного та психолого-педагогічного