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## World Experience In Building Inclusive Sports Activities.

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### ABSTRACT

It is recognized worldwide that organizing and conducting inclusive sports and fitness activities requires equalization of everyone involved, respect for the individual qualities of each and differentiation of exercise exercises. The conditions affecting the process of building such classes include the quantitative composition of persons with disabilities in the group, their developmental characteristics, including the type of psychophysical and functional limitations, the presence of comorbidities, material and technical support, the professional qualities of teachers and coaches, and the presence of inclusive experiences involved. It is believed that the process of inclusion should be considered as an opportunity for equal participation while maintaining individual samples of the norm and mode of behavior. Inclusion in the world is considered as a coexistent, communicative, subsidiary and cooperative activity. Inclusive sports should be perceived as a means of social integration and contact with society, recreational factor and bodily recovery, as well as capable of joy of life and restore psychological balance. Inclusion is now in the world - this is a serious opportunity for humanity to change their social attitudes towards disabled people to positive ones. This should help create a society tolerant of people with disabilities.

**Keywords:** inclusion, sport, pedagogy, physical culture, statistics, disability.

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## INTRODUCTION

The questions of the physical health of an organism at all stages of its development have been interested for a long time by many researchers: biologists [1], physicians [2], and teachers [3]. A serious basis of research important for the rehabilitation activity in humans is observations on animals [4–8]. Animals are used as a convenient model for considering various aspects of ontogenesis [9], the development of pathology, its treatment [10], and full restoration of functions [11, 12]. Often, productive animals are used for this purpose [13], which are significant not only as an object of observation [14], but also as a source of products useful for humans [15, 16]. In the course of previous studies, it was revealed that dosed physical loads can heal the body [17], often completely eliminating the existing pathology [18, 19]. For carrying out physical training with patients is very suitable form of inclusion [20].

The topic of inclusion is actively popularized in Russian society, and however debatable it might be, in a relatively short period of time, many regulatory documents have been adopted in Russia (State Program of Russia "Accessible Environment" for 2011-2015, approved by the Decree of the Government of the Russian Federation on March 17 2011. №175; Order of the Ministry of Education and Science of Russia dated December 19, 2014 №1598 "On approval of the federal state educational standard of primary general education for students with disabilities", "O The National Action Strategy for Children for 2012-2017 "Decree of the President of Russia of June 1, 2012 №761. and others), advanced training courses for specialists are being organized, social commercials are being produced, various projects of inclusive orientation are being implemented. According to the Russian Federal State Statistics Service (2017), the quantitative composition of people with disabilities is 12,259,000 people (8.35% of the total population of Russia): 65.3% of the number of people with disabilities are older than working age, and 5% (636024 person) - children under 18 years old [21]. Of the total number of disabled children, 22.08% are capable of learning, only 5.47% can control their behavior, and only 28.92% are able to move independently, 17.2% can communicate [22]. The possibility of social adaptation in the environment of healthy peers in 2015 received only 0.8% of preschool children with disabilities out of the total number of kindergarten students and 1.7% of students with disabilities in the total number of general education institutions (2015/16 academic year), at 0, The number of students with disabilities increased from 9% from 2.6% (2011\2012) to 3.5% (2015\16) [23]. Such data suggest that the idea of inclusion for the purpose of socialization of the personality of children with disabilities is more relevant not in the educational system, but in the framework of physical education, recreational and extracurricular activities [24]. Inclusive health and fitness classes are more accessible and feasible for more children with disabilities than similar ones in general education institutions [25]. In this regard, the goal is set in the work: to consider the world experience in building inclusive sports activities.

For the organization and conduct of inclusive sports and recreational activities, it is necessary to: equalize all those involved, respecting the individual qualities of each, differentiating exercises to perform jointly and separately [26]. The conditions affecting the process of building such classes include the quantitative composition of persons with disabilities in the group, their developmental characteristics, including the type of psychophysical and functional limitations, the presence of comorbidities, material and technical support, the professional qualities of teachers and coaches, and the presence of experiences involved [27]. The process of inclusion is implied as the possibility of equal participation while maintaining individual samples of norms and behaviors [28].

They even distinguish inclusive sports pedagogy [29], referring to the Australian models of the Australian Sports Commission (2006) "TREE" and "CHANGE IT", briefly notes aspects that need to be changed in order to properly organize inclusive sports activities that equalize all its participants. The term "teaching style" in the abbreviation "TREE", aimed at changing educational classes, includes not only the organization of classes, but also methodological measures regarding the formation of social attitudes [30]. The CHANGE IT model, created to include coaches in the work on the promotion of inclusive sports, is used only in the context of sports and outdoor games, competitions.

**Table. Options for inclusive motor activity**

| Variant of the game  | 5-6 classes   | 7-8 classes                     | 9-10 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   |
| Паркър               | 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  |                      |

It implies a specific method of teaching each coach depending on the size and development of children included in the class, the adaptation of the rules of the game, the differentiation of scoring or goals, the availability of equipment and the venue for all participants of an inclusive sports event (spatial reference points, bright objects and etc). Focusing on the options for inclusive sports activities offered in the above table, it is necessary to base on the age, individual and socio-emotional-mental characteristics of children with disabilities [31].

In the process of inclusive sports activities, you need to keep in mind: the task for students should be presented in a simple form; explanation of the rules of conduct should be consistent - “step by step”; the location of participants in an inclusive class, the location of the inventory should be clear to everyone (clearly and clearly) [32-35]; experience of building similar classes will be higher if you exchange information with colleagues; the organization of discussions will facilitate the search for joint rational solutions in the field of inclusion; classes are best conducted in small groups or in pairs; it is necessary to avoid the strict rules of the games, adapting them to the peculiarities of the students [36]. We need to agree on the rules of the game and penalties for violations together; it is necessary to prevent the formation among those involved in social stigma [37]; classes will not be considered inclusive if children simply attend a school or section without adapting the process to them. This can be discussed only when all those present can be in the classroom, participate in them and achieve results [38]. Games and exercises need to be selected and modified so that every child can achieve success. If successful, self-esteem can improve. It is not the goal itself that is important, but inclusion as a process, because such classes especially require the independence and activity of schoolchildren [39, 40]. Such joint sports activities will contribute to the development of a positive attitude of healthy peers towards children with disabilities and overcoming an inferiority complex among disabled people.

### CONCLUSION

Inclusion in the world is considered as coexisting (according to its own plan), communicative (emphasis on communication), subsidiary (when it supports a partner, helps, but does not donate - the ball rolled, helps or helps physically) and cooperative (partners have different goals, but not can separately achieve it, must work together) form of activity. Inclusive sports should be perceived as a means of social integration and contact with society, recreational factor and bodily recovery, as well as the joy of life and the restoration of psychological balance. Inclusion is not an innovation, but the ability of mankind to change their social attitudes to positive ones, trying to create a society that is humane towards people with disabilities.

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