



Increasing efficiency of inclusive education process for disability students in sports higher education



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Introduction

Creating optimal conditions for successful development, social adaptation, social well-being of young people despite the level of psychophysical development is a priority public task in all developed countries in the world. One of strategic directions in solving the issue in question is becoming inclusive education and the creation of the conditions of availability in all spheres of life including physical education and sports.

Participating in the programs of adaptive physical education and sports greatly expands not only motor, but also social, behavioral and communicative skills of young disabled people providing empowerment for education and integration into society.

However, sport has more focused socializing path, in most cases limited by the end of sports career. Inclusive education with system socially-pedagogical support besides increasing efficiency of the educational process itself, creates prerequisites to through adaptive path.

It should be pointed out that sportsmen with disabilities at a sports university above all actualizes the issue of discrepancy of disability students' existing different limits and educational process content connected in its applied part with significant amount, variety and moving activity application.

Scientific Objective: to prove theoretically and check out experimentally efficiency of the technology of socially-pedagogical support for sportsmen with disabilities at a sports university.

Materials and Methods

86 sportsmen took part in our research who have disease of the locomotor apparatus (including wheelchair users), deaf and blind impairment between 20 and 27 years old), the members of Russian and Moscow national teams studying at SCOLIPE.

To study the process features of inclusion of the people studied evaluation of the integral indicator «Social adaptation index» has been carried out (Rubtzov A., 2015), reflecting the level of basic motor abilities, functional independence determination in everyday life, determination of social activity level; evaluation of «Quality of Life» index; questionnaire survey; interviewing.

Discussion

The study has revealed that at the beginning of training, in spite of long and effective experience of sports motor activity, sportsmen with disabilities demonstrate low level of social adaptation index and «Quality of Life» index. Sports activity decreases greatly or stops. Although these parameters increase credibly by the end of studying process at a sports university in case of effective organization of social and pedagogical support.

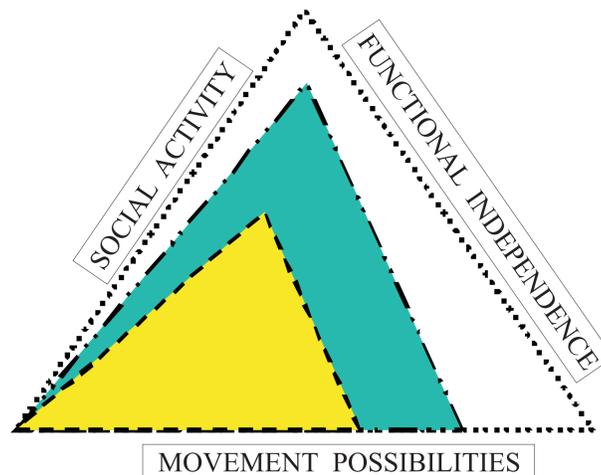


Figure 1. Dynamic of Social Adaptation Index

The initial level of Social Adaptation Index
 Dynamic of Social Adaptation Index
 Normal

So the indicator of social adaptation index not only increased credibly by the end of teaching according to Mann — Whitney U-test (table 1), but it approached to the indicator of healthy students (Fig. 1).

Table 1 Dynamic of Social Adaptation Index after the experiment

Index	Before			After			U
	Me	25%	75%	Me	25%	75%	
Social Adaptation Index, points	4,37	3,08	4,95	6,81	5,1	7,26	7*

During the experiment positive dynamic of emotional state in the group studied according to Quality of life index (Fig. 2).

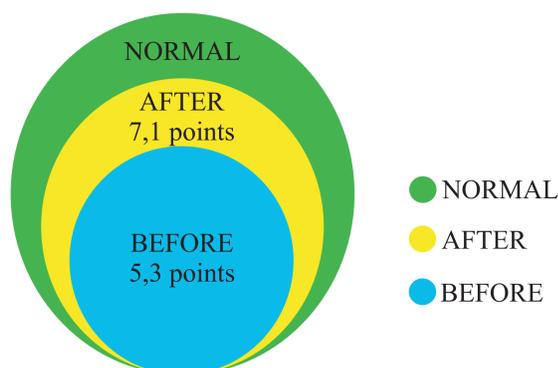


Figure 2. Dynamic of the indicator «Quality of Life» of students with disabilities.

Entire inclusion support at a sports University is an innovation practice without any analogs. Appropriate organization of socially-pedagogical support turns educational process into the most effective factor of social adaptation of young people with disabilities.

With all positive aspects of sports activity it is very narrow focus, but training at a sports University makes greater demands to students with disabilities. Inclusive education becomes the following level of social adaptation. Sportsmen with disabilities experience considerable difficulties while studying. Due to insufficient adaptation potential they can't fully use standard conditions of creating barrier-free environment.

As a result succession of sports and education system breaks. For objective reasons dropped out of organizers' sight through availability principle breaks, integrity of long adaption path cuts.

Conclusion

Inclusive education requires creating certain conditions providing training opportunities and continuation of sports career at a sports university for different groups of people with disabilities. To provide efficiency of inclusive educational and training process it is necessary to organize socially-pedagogical support for students with disabilities taking into account their clinically-etiological, psychological and pedagogical features what contributes social welfare and development of social potential of young people with disabilities.



Figure 3. Components of socially-pedagogical support for inclusive education