

The Sports in Training the Learners with Special Needs

E. Baltabayev, E. Saidakov, E. Telakhynov, Sh.A. Mendigaliyeva and A. Kulzhabayev

Kazakh National Pedagogical University named after Abay, Kazakhstan

Abstract: Sport has relatively recently ceased to be an applied institution of social life. If earlier the sport had a strictly defined additional orientation (for example, it served the purposes of increasing the combat training of the army), then after the Second World War, sport becomes a means of demonstrating the prestige of the state, reaching the international level. Sport becomes a professional activity and an independent direction of the commercial life of the society.

This paper is a preliminary research which gathers quantitative and qualitative information about social bonding for two categories of stake-holders: intellectually disabled athletes and partners from mainstream schools, training and competing in unique teams. This approach aimed at: identifying the perception of self-concept and self-esteem among ID athletes in relation to their social integration, determining the way ID athletes think they are perceived by their school friends and partners within Special Olympics events, identifying the positive effects on both personal and social levels, by participating in Sports events, identifying the partners' perception related to the athletes' abilities and possibility to advocate in this respect.

All data confirmed that regular training and Sports competition attendance leads to greater social inclusion, an interesting self-concept and self-esteem perception of the athletes, as well as certain inside ways of viewing the positive outcomes of delivering such educational programs.

Keywords: Sport low, legislation, sportsmen, education, system, professionalism, special needs.

INTRODUCTION

In recent years, there have been many scientific works devoted to the study of the legal regulation of relations, including labor, in the sphere of sports.

Unified Sports is one of the Special Olympics programs which allows for athletes with and without disabilities to experience each other's capabilities, build friendships, and promote the inclusion of all persons in the arena of sport. In 2015, an evaluation of the Unified Sports program as a whole explained the combined goals of "improving self-esteem and self-confidence among athletes" with intellectual disabilities, while at the same time "promoting social acceptance among athletes without intellectual disabilities". Special Olympics has developed this program since 2015, our students being involved in conducting unified training sessions and competitions. Combining sports activities and social-educational outcomes seems to be the new approach worldwide, with great expectations on a long term. Since this has been implemented in different cities, this including, besides unified trainings, four theoretical lessons within mainstream schools, with pupils and PE teachers involved. Their topics concern understanding and awareness raising about children with special needs, combined with finding new ways for their inclusion in mainstream school communities [1].

Teaching sport to disabled children in all civilized countries solves the problem of national importance, because, firstly, it serves as the main preventive measure in eliminating accidents on the water, secondly, it is one of the effective health remedies and drug-free rehabilitation; thirdly, it significantly increases the physical, mental and mental development of the child; fourth, it raises the social status of the child, adapting it to the modern requirements of social development [2]

One of the options for local integrated education is the creation of mixed groups in which special conditions are created for the early full social and pedagogical integration of a significant number of children with developmental disabilities. In addition, in mixed groups, children may receive the necessary special pedagogical support, who do not have pronounced primary developmental disabilities, but who are experiencing persistent learning difficulties due to other reasons. Increasing the scope of the process of including children with disabilities in the general system of social relations and interactions will further increase the scale of pedagogical integration [3].

The level of development of the physical qualities of students in special (correctional) schools largely determines the degree of their subsequent social and labor adaptation. The time allotted to the appropriate forms of adaptive physical education is clearly not enough to induce functional changes in the body of mentally retarded children, against the background of

Address correspondence to this article at the Kazakh State National University of Al-Farabi, Almaty, Kazakhstan; Tel: +77073851878; E-mail: zhanat_2006@mail.ru

which qualitative changes will take place in their motor sphere. In this regard, the idea of the need to deploy additional forms of physical education for children with intellectual disabilities deserves attention, especially since for persons with intellectual disabilities, labor activity is possible in specialties for which only increased motor activity is characteristic and should be discussed in sport law [4].

The study of the issues of the legal regulation of professional sports is of considerable interest also from the point of view of more general problems of the theory of law, in particular, the unresolved problems of the doctrine of the system of law. Domestic legal science to date has not developed a unified approach to determining the place of regulatory and legal prescriptions regulating relations in the field of sport, the systems of domestic law and legislation [5].

Thus, there is every reason to assert that the problem that is the subject of this study is relevant both in practical and in scientific and theoretical aspects. Actualizes the present work and the degree of elaboration of the problem studied in it.

The degree of scientific elaboration of the research topic. The phenomenon of sport, including professional sports, sport for learners with special needs, attracts the attention of representatives of many branches of science. Scientific analysis was subjected to philosophical, historical, economic, sociological, organizational and managerial, pedagogical and other aspects of this problem.

The urgency, unsettledness of many issues arising in the process of legal regulation of physical culture and sports, have caused close attention to this area of public life and representatives [6].

Given the above circumstances, it can be argued that the problem of the legal regulation of professional sports in the proposed research key in the general theory of law and the state is being and is being decided for the first time.

The object of the study is the domestic and foreign practice of legal regulation of relations that develop in the field of physical culture and sports, for sport learners with special needs [7].

The purpose of the work is a critical analysis of the domestic practice of legal regulation of professional sports, identification of key problems related to regulatory legal regulation and legalization in the field

of professional sports, and development of recommendations for their resolution, as well as to review the sport training aspects for learners with special needs.

METHODOLOGY

This survey represents a preliminary questionnaire-based research by which we aim to determine the trend relating to the results required by the Project for the social integration and development mission. In fact, we aim at: identifying the self-concept and self-esteem perception of ID athletes in relation to their social integration, determining the way ID athletes think they are perceived by their school friends and partners within Special Olympics events, identifying the positive effects on both a personal and social level by participating in Sports events, identifying the way ID athletes perceive themselves as members of the community, as well as identifying the partners' perception related to the athletes' abilities and possibility to advocate in this respect.

Also during the experimental work researchers observed the training of sport learners with special needs their motivation, attitude and adapted the methodology for their development.

The sample consisted of 92 subjects of whom 46 were athletes with intellectual disabilities, aged between 11 and 46, and 46 were partners aged between 11 and 21, all being participants in the Project. The athletes came from 7 special schools. Most of the partners were pupils from 5 mainstream schools and colleges.

In order to approach the research issues, we used: observation, conversation, questionnaire-related method, statistical processing methods - SPSS and data interpreting. Alternative responses were coded to establish the groups of issues and their frequency/their quantitative analysis. The data were interpreted by establishing the quality types of the answers.

The two questionnaires (one for the athletes and one for the partners) were drafted by the teachers of University, partners in a research project. They include 32 questions referring to the motivation for getting involved in the Project, the preferred sports, the main networking methods, the characteristics of the self-concept in relation to athletic ability and, additionally, in the questionnaire for partners only, questions related to their perception on ID athletes. The questionnaires

Table 1: Questionnaire Results

Item	Source	AG	DA	M	SD
2. I think disable sports are meaningful (need)	1gr	89%	5%	2.06	0.81
	2gr	84%	9%	2.06	0.84
8. I think people with disabilities can do sports that are dangerous (risk)	1gr	89%	4%	1.74	0.75
	2gr	89%	2%	1.73	0.72
10. Awareness and attitude concerning event participation and experience (participant behavior)	1gr	45%	26%	2.74	1.1
	2gr	25%	39%	3.11	1.23
15. Awareness and attitude of spectators of disability sport (watching behavior)	1gr	22%	52%	3.28	1.22
	2gr	25%	53%	3.3	0.97

basically included multiple choice questions, except those referring to the respondents' identity and preferred sport and the length of their involvement in SO projects. Most of the questions were qualitative and contained variables emphasizing the individual's appurtenance to a certain pattern or expression pattern so that such projects could be optimized in the future.

RESULTS

We will focus on several data from the multitude of quantitative and qualitative data collected concerning the correlation of different aspects considered to be relevant for the topic under investigation.

With regard to the manner in which age influences the way athletes express their opinions, we present the statistical descriptive data in the table below.

The table shows a positive correlation between the age of participants and the self-confidence with which they express their opinions, which appears to increase with age. Considering that, it would be advisable for parents and education professionals to encourage children to communicate confidently, regardless of age.

DISCUSSION

Program partners prove to have a positive perception of the ID athletes' potential and of their social role as an important part of the community. The fact that they openly express their opinions, regardless of their age, represents a positive factor in changing the negative attitude of the school environment towards individuals with disabilities [8].

Bringing this program into schools is an excellent opportunity for preparing children and young people to understand and embrace positive constructs such as acceptance, adherence, sharing, friendship, caring and making a difference in somebody's life. Furthermore, these projects are an expression of the physical education and sport models, created to help subjects with special needs gain the social competence and other specific skills to function independently in the long run.

Whatever the instructional design or curriculum model, attitude change intervention to support inclusion must be embedded in every lesson plan and physical activity, so that school communities can act as advocates for the cause of disabled people [9].

Table 2:

Variable		Q2. Age	Q21.1. I confidently express my opinions
Q2. Age	Pearson Correlation	1	.048
	Sig. (2-tailed)		.750
	N	47	47
Q21.1. I confidently express my opinions	Pearson Correlation	.048	1
	Sig. (2-tailed)	.750	
	N	47	47

But the current legislation does not contain a system of norms specifically aimed at resolving relations in the field of sports for learners with special needs. In this regard, it is necessary to adopt a specialized law on professional sports. It is possible to identify four main groups of subjects of relations in the field of professional sports: professional athletes; state and municipal authorities; professional sports organizations; viewers. The content of professional sports relations is the activities of these subjects. It is quite legitimate to consider the legal status of a professional sportsman as a combination of his legally fixed rights, freedoms and duties, which, as a rule, are complex in nature, consisting of labor law and civil law elements. In team sports, he is predominantly labor-legal in nature, and in individual types - civil law. Due to the fact that, on the one hand, transfer rates significantly limit the ability of the athlete to exercise their labor rights, on the other hand, their existence is necessary a condition for ensuring competition and entertainment of professional sporting events, it is necessary to establish at the legislative level general rules for the transfer of an athlete from one sports club to another, port associations of different levels only the right to specify them through corporate norms. Sport risk, being a kind of social risk, has such features as: probability, alternativeness, uncertainty, inconsistency and danger. The main risks in the sphere of professional sports are the risks of injuring or killing an athlete, financial losses, as well as the risks associated with the use of doping, and the risks associated with organizing and conducting sports-related aleatory events (betting and betting). As well as special adapting mechanism for learners with special needs [10].

The problem of the legal aspects of professional risk in sports and, in particular, the responsibility of athletes and organizers of competitions for harm caused to others athletes and other participants in sports relations, as well as in special sport, currently, do not receive any legal assessment, although they contain all the signs of a crime or an administrative offense [10].

In summing up the results of the research, it is necessary to generalize its results, formulate their conclusions, and also pay attention to those problems that somehow related to the problem of the legal regulation of professional sports for people of special needs, but due to the limitations of this work, they have not become the subject of scientific analysis, even though they represent beings no interest for the theory of law and the very promising for further research.

CONCLUSION

Social inclusion for disabled persons has been one of the consistent themes for study and research, as well as for various programs and practical activities worldwide and at the same time, one of Romania's priorities in terms of educational policies. In this perspective, creating physical activity environments which encourage diversity and individual improvement are effective approaches for a successful inclusion, for practicing social skills and exploring attitudes. The athletes with intellectual disabilities investigated can express confidently their opinions as they advance in age. This indicates the need for intervention by education professionals, who should encourage them to express their opinions, regardless of their age.

With regard to the athletes' self-image in correlation with the attitude of others, we found a positive self-concept and perception of the attitude of the other non-disabled participants whom they interact with.

These findings support former research indicating that athletes with disabilities have high self-concepts related to participation in sports. According to the interactionist perspective, the relationship between sport activity and self-concept is supported both by the gains provided by participation and by the motivation that prompts participation.

The perception of the participants' high athletic training level and the way they express their opinions are in a positive correlation, confirming the fact that sport is a vector both from the physical and from the cognitive and emotional perspective, with effects on empowerment.

REFERENCES

- [1] Visitei NN. Sport activity as a social phenomenon: Dis. Dr. filos. Sciences. Chisinau 2015.
- [2] Platonov VN, Guskov SI. Olympic sport: In books. Kiev 2014.
- [3] Guskov SI. Organizational and socio-economic foundations for the development of professional sports in the United States at the present stage 2009.
- [4] Pananev VD. Sports as a social institution in the development of personality: Dis Cand Social Sciences Perm 2010.
- [5] Isaev AA. Sports Policy of Russia. M., 2013.
- [6] Matveev LP. The general theory of sports. M., 2010; Pochinkin A.V. Formation and development of professional commercial sports in Russia: Author's abstract. dis. . Dr. ped. sciences. M., 2016.
- [7] Shevchenko OA. Peculiarities of legal regulation of labor of professional athletes 2016.
- [8] Vaskevich VP. Civil law regulation of relations in the field of professional sports: Dis Cand Jurid Sciences. Kazan 2015.

[9] Uvarov VN. State-legal problems of development of physical culture and sports 2013.

[10] Egorichev AN. Constitution -legal bases of physical culture activity: the Russian and foreign experience 2014.

Received on 30-10-2018

Accepted on 12-11-2018

Published on 31-12-2018

DOI: <https://doi.org/10.6000/2292-2598.2018.06.04.3>

© 2018 Baltabayev et al.; Licensee Lifescience Global

This is an open access article licensed under the terms of the Creative Commons Attribution Non-Commercial

License (<http://creativecommons.org/licenses/by-nc/3.0/>) which permits unrestricted, non-commercial use, distribution and reproduction in any medium, provided the work is properly cited