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THE THESIS AIMS TO COMPARE THE MOTIVES WHICH THE RECORD-SEEKING BASKETBALL PLAYERS FOLLOWED.

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Using a chosen research method (a questionnaire), the healthy and the disabled players were questioned in the scope of the motivational factors (in groups of physical, mental and other features). The questionnaire was supplemented with the questions concerning personal data and usage of drugs and stimulants.

Although it was not possible to identify sport of the disabled with the healthy people sport as there were substantial differences in aims, the motives for practicing sport in the both questioned groups were compared.

Consequently, it was an attempt to answer the question whether the aim of practicing sport by the disabled, of achieving a better result, or winning were the means to further training, to increasing or maintaining physical fitness at the level which guarantees life self-dependence and ability to function in the society. The results of the research allowed for the greater interest of the people responsible for the disabled people active rehabilitation process as well as for using the basic motives to propagate sport.

UTILISATION OF EDUCATIONAL BALLS EDUBAL IN THE PREPARATION OF THE INTEGRATED EDUCATION TEACHERS AND PHYSICAL EDUCATION TEACHERS WHO WORK WITH THE CHILDREN OF FORMS I – III – OWN OBSERVATIONS

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My first encounter with educational balls Edubal dates back to the spring of 2002. At that time I was a student of year V of University of Physical Education in Wrocław where I took part in a special assistant training in the Institute of Methodology of Team Games where also the creators of this idea and the authors of this project worked (lecturers with PhD degrees Tadeusz Rzepa and Andrzej Rokita). It was then that I could observe the reactions of the year II students after they had participated in the classes where this new attractive implement was used.

It seems that the integration of mental processes and the mobile activity, which was the goal of the authors of Edubal, was their reaction to the introduction of the reforms in the system of education of schools in the school year 1999/2000.

The fact that the value of the mobile activity is underestimated as well as the reluctance of teachers of the integrated education towards forms of mobile activity influences in a significant way not only the success of the reforms but also the process of achievement of the didactic and educational objectives (Koszczyc 2000).

In order to promote the utilisation of balls in the process of education and upbringing there is the Foundation Fundacja na Rzecz Rozwoju Edukacji Sportowej Dzieci Doktora EDUBALA (Foundation Promoting the Development of Sports Education of Children of Dr EDUBAL). So far, there have been eight practical training sessions in each case proceeded by a theoretical part with regard to the integration of the mobile activity with the knowledge gained during the school classes. Up till now, the workshops took place in the areas of the provinces dolnośląskie, wielkopolskie and lubuskie and each time they met with great interest of everyone involved.

The first of these workshops (training sessions), in which I participated as an observer took place in Srebrna Gyra at the end of October last year. The training session was run by the PhD workers A. Rokita and T. Rzepa and E. Pristupa Professor, and it was addressed to the teachers of the integrated education. The sessions consisted of the two parts: the first was theoretical and the other was practical, where the children of grades I - III from the primary school in Srebrna Gyra took part.

While observing the children's reactions to the new tool, which constituted the educational balls, I noticed that all of the children took an active part in the process of solving the tasks which they were charged with. The ladies who taught these children on a day to day basis concluded that certain calculations on sets usually constitute a problem for the children. However, as they noticed, during the mobile activities with balls Edubal the children could solve the problems quite easily. The co-operation and integration of the children accompanying the plays in many situations seemed to more important than the competition and the drive to win.

All of the observers (the integrated education teachers, physical education teachers as well as the parents) came to the conclusion that, although the performed mobile tasks along with the intellectual exercises were perfectly known for them, their combination gave effects which were quite surprising and, more importantly, profitable for the students. Additionally, the parents who also came to see the show lesson expressed their favourable opinions about the educational balls Edubal.

Another training session, in which I took part, that time as a person running the practical part, took place in a sports centre in Gorzyw and as many as forty physical education teachers participated in it. In the lesson with the educational balls Edubal run by me there were 26 children from grade III of a primary school in Gorzow Wielkopolski taking part. For me, the fact that I ran the activities was a double experience. For one part, it was my first time when I conducted activities with this new tool, and for another, the reaction of the children who participated in the activities surpassed my most secret expectations. At the beginning of the class, all the balls were scattered on a big area in a very big PE hall; the children collected the balls (each child a couple of them) and exchanged their remarks about the balls between one another. During the races of the rows, in which the knowledge of adding, subtracting, multiplying and dividing was used (Rokita, Rzepa 2002) the children who did not know the result had the chance to look at the other children sitting in other rows and in this way they learnt the rules and at the same time participated actively in the competition. Next, the carried

out the tasks in the range of the Polish language. The children were very creative while working on the words and the co-operation with which they were working pointed that the work for the team was the most important good for them at that moment. The children were very active during each task and I did not have to encourage them to perform the instructions throughout the forty five minutes of the lesson, which is very rare in the school practice. Moreover, when I asked the students to tell me the result of a given task, the situation was quite surprising: all of the children wanted to do it at the same time, which proved that the plays with the balls Edubal activated even those children who are usually shy and keep themselves to themselves. The educational balls and their utilisation during the lesson turned the children, who so far did not like the teacher's questions and answering from their place, into the ones who felt safe in the group and much more courageous.

After the show I had the pleasure to talk to the teachers who were the observers there. Apart from the very positive opinions which confirmed my feelings, there were also ones who said that the classes were too intense. The high intensity of the lesson was caused by the size of the PE hall, which was the size of a handball court. Taking into account the number of the children taking part, it would be worthwhile to introduce some limitations of the game place by putting benches or partitions.

On the same day there was another presentation of the educational balls in the teacher training centre 'Jajery' in Poznac. That time the workshop was addressed to the teachers of the integrated education. There were fifteen persons (mostly ladies) who, to my surprise, participated quite actively in the classes. During the activities, there were situations in which the adult persons could not co-ordinate the mobile activity (for instance, throwing the ball in the air) with the operation of adding. Such occurrences brought about bursts of laughter, but also caused some doubts. The ladies asked whether it is possible for the child at a younger school age can perform such difficult tasks. However, I suggested some simpler forms of movement and intellectual activities depending on the knowledge and skills of the students and this proposal was accepted dispelling all doubts. One of the ladies suggested that the balls with letters and numbers could be replaced by small bags which would make the sets much cheaper still retaining their educational function. However, it must be borne in mind that educational balls Edudal also perform their usual function, meaning they can be bounced, rolled, bounced against surfaces, thrown to an aim and used in team games; these functions cannot possibly be performed with the use of small sacks.

After the classes the participants expressed their favourable opinions as to the educational balls. Previously, they associated the balls exclusively with the games, in which ladies could not be specialists. However, the fact that the balls had letters and numbers made them more familiar and possible to be employed in enriching their working experience and first and foremost, this form would be much more attractive for children.

Another place where I had the pleasure to present the utilisation of the educational balls Edubal in the integrated education was situated in Swarzędz near Poznac. The classes were conducted in a big sports hall on the basketball court, which to my surprise were limited only by means of wall-like partitions placed so that the balls Edubal stayed in the enclosed area. That time the addressees and at the same time participants of the session constituted a group of about forty physical education teachers who on a day-to-day basis do not usually have contacts with the children from grades I - III. I was afraid how this tool would be perceived by the people who, within the domain of the formation of physical abilities, are considered to be specialists. I wondered how my presentation of the utilisation of the educational balls Edubal in mobile activities would be received by the people for whom the 'traditional' balls are

nothing new. Like in the previous sessions, also this time the reactions of the twenty people who took part in the practical part were for me a big positive surprise. The people for whom bouncing, throwing in the air or rolling the ball and even the competition in row races are nothing new, thanks to the introduction of the educational balls Edubal, reacted very spontaneously to each instruction. For them, the most important was the concentration on the theoretical task connected with the educational ball because the performance of the mobile task constituted no problem for them. However, there were many situations in which the co-ordination of the mental task, which was most often very simple, with the mobile task caused mistakes which, in turn, contributed to the atmosphere of general enjoyment and increased the concentration of the rest of the participants. Here, also, the educational balls Edubal were perceived very well and the comments of the observers were really positive as to the future utilisation of this tool in their own schools.

The last of the sessions in which I participated was the meeting on St Nicholas Day (6 December) in Primary School No 10 in Jelenia Gyra. The participants of the meeting were the integrated education and physical education teachers from the local schools who first listened with great interest to the lecture by one of the authors of the project, A. Rokita PhD, and later took part in the practical part of the session. The reactions of the participants of this workshop were also very spontaneous, as previously, and they enjoyed the activities, even taking into account the fact that they knew perfectly well all the games and plays in which they participated.

On the same day there was also a show lesson with the participation of eighteen children from the grades I-III of primary school. The students taking part had not had any contacts with the educational balls Edubal before; after the baskets with the balls were emptied (there were 94 colourful balls), the children were very excited as each one of them could have a couple of balls – the fact that had never occurred during classes. The children were really keen on the tasks which they performed with great pleasure. Quite often, the children identified themselves with the letter or the colour which was written on their ball. After the class finished, and it was quite intensive, the children did not want to part with the balls. It was then that I learned from the teachers that some of the children, who are usually very shy, were really active during the show lesson and co-operated with the group. Moreover, the teacher noticed that the employed plays helped to get rid of the division into the children who were better and worse learners as the tasks did not pose a problem for the children who learnt slower and those who are generally over-reactive as to the mobile sphere could satisfy their mobile needs connected with movement and at the same time performed the intellectual tasks.

To sum up the above observations, it must be pointed out that in all of the locations where the presentation of the project by Andrzej Rokita PhD and Tadeusz Rzepa PhD on: 'The utilisation of the educational balls Edubal in the integrated education' took place, the experiment was very well received by both the teachers and the students. The arguments in favour of the educational balls which appeared most often in the opinions of the observers were the following: they can be employed in an excellent way to familiarise children with letters and numbers, they help to make them remember colours, they teach them to co-operate in a group, they make them observant and influence their co-ordination in the range of eyesight, mobility and hearing, they get rid of divisions into the children who are talented and less skilled intellectually, they allow to satisfy their natural needs for movement especially with the children who are over-reactive as to mobility, shy, sensitive, timid and apathetic children are activated to co-operate, the whole course of the didactic activities is made more attractive and individualisation is facilitated taking into consideration the personal features of each particular child.

Not many persons could have any objections. One of the objections was lack of the dot to accompany the numbers 6 and 9, which, according to some teachers, confused the children. However, taking into account another viewpoint, this lack can cause the creative thinking, which will be exemplified by the choice of a number which is more advantageous for the child at the time (Rokita, Rzepa 2002).

It is worth pointing out that a game or play with the educational ball Edubal is a particular category of practice which allows a student to carry out his / her process of self-improvement. It is also hoped that thanks to these games the students will learn to take part in plays and games with the ball and understand not only their meaning but will also actively initiate them with enjoyment and consciously participate in them (Naglak 2002).

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ЯКІСНИЙ АНАЛІЗ ВІДГУКУ (РЕАКЦІЇ – ВІДПОВІДІ) ОРГАНІЗМУ ТА ПРОБЛЕМИ ПСИХОЛОГІЧНОЇ ПІДГОТОВКИ ЛЮДИНИ, ЩО ЗНАХОДИТЬСЯ У ЕКСТРЕМАЛЬНОЇ СИТУАЦІЇ

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Метою даної роботи є якісний аналіз відгуку (реакції – відповіді) організму та проблеми психологічної підготовки людини, що знаходиться у екстремальній ситуації. До останніх ми віднесли дві наступні: а) спортсменів - однокласників, що у штучно створеному (агресивному) середовищі перебувають фактично у екстремальній ситуації; б) рятувальників спеціалізованих служб, які знаходяться у природному середовищі і теж перебувають у екстремальній ситуації.

Слід одразу зауважити, що екстремальні фактори на клітинному рівні, на рівні різноманітних органів та цілісного організму викликають специфічні та неспецифічні реакції – відповіді (відгуки). Специфічними ми у подальшому називатимемо ті зміни, котрі властиві тільки даному подразнику. Для механічного пошкодження специфічним на клітинному рівні є порушення цілісності структури тканин, клітин, субклітинних та міжклітинних структур; для хімічних (токсичних) пошкоджуючих факторів – інгібування активності ферментів; для термічних пошкоджень – коагуляція та денатурація білково-ліпідних структур клітин; при радіаційних пошкодженнях специфічним є утворення вільних радикалів із подальшим різким порушенням окислювальних та інших процесів у пошкодженій клітині.