MOBILE ACTIVITY WITH THE BALL IN PHYSICAL EDUCATION OF HANDICAPPED PERSONS

РУХОВІ ЗАНЯТТЯ З М'ЯЧЕМ У ФІЗИЧНОМУ ВИХОВАННІ НЕПОВНОСПРАВНИХ ОСІБ

TADEUSZ RZEPA, ANDRZEJ ROKITA, EUGENIUSZ BOLACH

University of Physical Education in Wroc aw

In the teaching practice the process of influencing students refers both to those who do not cause great educational difficulties, accomplish goals included in 'programme of system basis for general education for primary and secondary schools', but also to those who, recognised as mentally normal, encounter many problems during their education. These are the persons who have disorders in their biological, social and bio-psychological development (Spionek 1973). Those students require from teachers additional pedagogical procedures for their progress to be satisfactory and for proper functioning in the peer group. It seems that psychology ought to be employed to a more extensive and integrated degree in order to interpret feelings, emotions and experiences as well as for motivation purposes; pedagogy, on the other hand, to interpret and modify behaviours; lastly, methodology of various forms of mobile activity, exercises, plays and games with the ball – all of these factors have special significance for reducing various malfunctions with children during their school education (Rzepa 1999 a).

Attempts which are conducted to employ exercises, plays and games with the ball bring promising results. The whole of the area of man's activity which takes into account mobile activity is represented in his mental, motorial and practical activity.

It is connected with man's mental work with reference to the constant process of making choices, in other words decision making. It is especially during plays and games with the ball that decision making refers to a relatively large area because it is necessary to make a decision to whom, when, how and where to pass the ball.

It also does refer to handicapped persons with whom it is especially significant that they should have the feeling of acceptance of themselves and the aims of their rehabilitation taking into consideration the social aspects. The type and the dynamics of the activity is based on the their feeling of self-esteem, which, generally, is lowered with handicapped persons. Thus, one o the main directions of the motivation process of mobile activity should be actions referring to the process of boosting the feeling of self esteem (Ossowski 1997). The level of the feeling of self esteem, apart from self-estimation, significantly depends on the estimation of the persons we care about – parents, siblings, teachers, colleagues etc.

The lack of the feeling of self esteem is represented in the negative process self-assessment, in the shortage of faith and trust as to his own abilities; also, the protective behaviours are represented and the ones that lower our aspirations. In the pedagogical practice, it is important that the teacher be able to distinguish the child that has the inadequate (lowered or too high) feeling of self esteem and that the teacher corrects this feature working with the child.

Physical education is the domain where, through the appropriate choice of materials and means, it is possible to boost the feeling of self esteem, and especially helpful are the following suggestions: (Rzepa 1999 b)

- to construct the lesson in such a way that the child is needed by the group and it needs the group too (the usage of handicapped children in the performance of various tasks, e.g. during races of rows, to be the referee, to count the points scored, to bring order, etc.),
- the choice of means during the lesson should match the abilities of participants and the effects ought to be perceived as useful,
- the children whose mobile skills are lower must get the chance to demonstrate their intellectual values,
- in each mobile activity performed by the child, the positive sides should be emphasised rather than pointing to and talking about errors,

- as often as possible, rewards should be given for even small achievements, whereas the tasks done inadequately can always be corrected,
- any message directed to children should be full of understanding, friendliness and their utterances must be carefully listened to.

Specially important, equally in the area of motivation as well as in the process of boosting the feeling of self esteem, is to take into consideration, while adjusting materials and means, the students' interests in particular forms of mobile activity.

The research conducted in a centre for handicapped persons in Wroc aw with regard to the issues outlined above showed that the greater interest among the examined students of a secondary school was directed towards swimming (69%). Also popular were table tennis and volleyball – both sports with the use of the ball. The interests in other sports such as football, basketball, ice-skating, horse riding dancing and body building were conditioned by the sex, which was proved by the Pearson test chi-square on the level of significance =0,05. The research has shown that, especially in the group of boys, apart from swimming, the dominating forms of mobile activity were the ones with the ball; conversely, with the girls, apart from table tennis, volleyball and ground tennis, the dominating forms of mobile activity were individual forms (table 1).

Diagnosing the interests in mobile activity in case of the young people who are handicapped will allow to choose such materials for the lesson which would take into account a specific situation in which handicapped people are. Their abilities to participate in various forms of mobile activity are conditioned also by their mental state, therefore, the process of stimulating their psycho-mobile needs must take into consideration the whole of physical and mental spheres of the student and be directed towards the boosting of the feeling of self esteem, decision making, becoming more independent.

'The attractiveness of exercises, plays and games with the ball stems from the general availability understood as the domain of mobile and mental activity taken up by persons at various ages, at different levels of intellectual skill – everyone can perform the exercises, plays and games in which he is able to participate or which he can fit into his own needs. It is on account of this that ball activities constitute an important element which can improve the handicapped children's performance not only with regard to the mobile aspect' (Rzepa 1995, p.16).

It is very important for the student to be able to take part directly in the planning of classes of mobile activity – the one which is interesting for him – and be able to take part in this class. The solutions proposed by Rokita (Rokita 1997, 1998) as to the diagnosis of interests in mobile activity and the objective planning of the budget of hours devoted to physical education classes for secondary schools can significantly affect the attitudes towards physical culture and also allow students to experience positive emotions resulting from the participation in various competitions (internal and external) and from the contact with other people.

On the basis of our own research we can claim that exercises, plays and games with the ball can be utilised for the purpose of the integration of the children who are not accepted by the group as well as to the increasing of the emotional activity and the communication skills. Also crucial are the observations of conflict solving and disagreements by means of participating in one game or one team during the play. More and more frequently such forms of mobile activity are used as means in social therapy (Rzepa 1998).

BIBLIOGRAPHY

1. *Ossowski R. 1997: The meaning of self esteem and the goals of rehabilitation in the development of values and skills of a handicapped person. Supporting the development. Psycho-stimulation and psycho-correction [red.] Kaja B. Bydgoszcz. (in Polish).*
2. *Rokita A. 1999 Interests in forms of mobile activity and attitudes towards physical culture of secondary school students, AWF Wroc aw (PhD dissertation in Polish).*
3. *Rokita A. 1999, Interests in forms of mobile activity of secondary school students and the planning of PE classes [in:] Physical Education Class, AWF Pozna . (in Polish).*
4. *Rzepa T. 1995: Autotelic values of exercises, plays and games with the ball in the process of physical education. Team sport games in physical education and in sport. Conference materials. AWF Wroc aw. (in Polish).*

5. *Rzepa T. 1998: The use of exercise, plays, games with the ball in the personal development of the student. Effects of formation and education in physical culture. Katowice (in Polish).*
6. *Rzepa T. 1999 a: Humanistic orientation in the training of PE teachers in physical education in a school situation. Alternativni pohybove aktivity deti a mladeze. Pedagogicke fakulty MU Brno.*
7. *Rzepa T. 1999 b: Mobile activity with the ball in the process of improving the chosen personal features of the student. Methodology of exercises, games and plays with the ball. AWF Wroc aw. (in Polish)*
8. *Spionek H. 1973: Disorders in students' development and failure in school. PWN Warszawa (in Polish).*

Conclusion

Working with handicapped children poses a lot of problems for the teachers. In the literature of the subject, many 'additional pedagogical strategies' are pointed to as useful and even necessary in the process of successful achievement of the goals connected with teaching and education which are included in the programmes of education. Therefore, we have to come to terms with a situation where the necessity to exact the knowledge and skills from the student, regardless of his individual abilities and needs, becomes primary. It seems that 'additional pedagogical strategies' should take into account the teacher's operations directed towards the individualisation of actions with regard to the whole of the mental sphere, including motivation, not exclusively for the mobile activity as an important factor boosting the feeling of self esteem.

The feeling of one's own self esteem and the independence which manifest themselves through making decisions, for example, during the exercise, play of game with the ball, have the key significance in the teaching process, especially so with handicapped persons.

The observation outlined above as to the way of diagnosing of interests in mobile activity and the possibility to elaborate the objective budget of hours devoted to physical education in a school situation may significantly affect the process of the formation of appropriate attitudes towards 'the self', the body, physical culture and environment.

It seems that exercises, plays and games with the ball are an attractive material to be used more frequently in various forms; as such, it will allow the values outlined above to be utilised for the development of all people, not only handicapped.

РУХОВІ ЗАНЯТТЯ З М'ЯЧЕМ У ФІЗИЧНОМУ ВИХОВАННІ НЕПОВНОСПРАВНИХ ОСІБ

В статті проаналізовано вправи, ігри та забави з м'ячем, які можуть використовуватися з метою інтеграції неповносправних дітей, підвищення емоційної активності та комунікаційних навиків. Такі форми рухової діяльності все частіше використовуються як засіб соціальної терапії.

Interests in mobile activity of students (in %)

Forms Of Mobile activity/sex	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
All students	12	18	34	9	69	15	21	8	6	35	21	29	9	17	8	30	10	19	6	11	7
Girls	2	8	31	8	76	23	27	10	6	39	24	42	8	21	10	45	3	21	5	11	2
Boys	29	34	41	10	61	5	12	5	5	32	17	10	10	12	5	10	20	17	7	12	15

1 – football, 2 – basketball, 3 – volleyball, 4 – handball, 5 – swimming 6 – ice-skating, 7 – gymnastics, 8 – athletics, 9 – skiing, 10-table tennis, 11 – tennis, 12 – horse riding, 13 – badminton, 14 – ringo, 15 – skating, 16 – dancing, 17 – body-building, 18 – judo-karate, 19 – cycling, 20 – archery 21 -OTHERS

THE NUMBER OF EXAMINED STUDENTS 103 WHERE: 62 FEMALE, 41 MALE