

Sports in life of students with disabilities: Individual trajectories of physical abilities development

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ABSTRACT

The socio-economic transformations taking place in Russia have affected all segments of the population, including students with disabilities. Improving living conditions for the disabled, as one of the most vulnerable members of the population in social terms, is one of the priorities. One of the main ways to socialize students with disabilities in modern society is to involve them in sports activities. This article is devoted to identifying the features of sports' influence on the social adaptation of students with disabilities. As a research method, authors used a questionnaire survey as a method of collecting primary information, which allowed them to identify the features of individual trajectories in sports for students with disabilities. The article describes the attitude of students with disabilities to individual sports trajectories. The methods of social adaptation of students with disabilities by involving them in sports are revealed. It is proved that the main tools for involving students with disabilities in sports are state programs and rehabilitation organizations. For the first time, it was determined that the majority of disabled students did not engage in sports for a long time. It is proved that the lack of involvement of students with disabilities in sports life is due, from their point of view to a number of reasons: their lack of awareness of existing sports organizations and sections; poor equipment of existing halls and their poor attendance by other people; underdevelopment of the system of sports institutions for the disabled. For the first time, it was revealed that the main idea in the issue of innovation in relation to the involvement of students with disabilities in sports life was the creation of sports clubs and sports events, as well as the active involvement of disabled people in sports activities. The problems of introducing individual trajectories for the development of physical abilities of students with disabilities are considered. It is shown that the main problem is the lack of funding for adaptive sports and events for students with disabilities.

Keywords: Students; Sports; Sports directions.

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INTRODUCTION

The increase in the number of disabled people among the population in most countries of the world is associated with the complication of production processes, increased traffic flows, the emergence of military conflicts, environmental degradation, and other causes (Budaeva, 2005; Cherdymova, 2010; Vygotsky, 1995; Rozin, 2000; Maksimova, 2002; Gazizov et al., 2020). The concept of rehabilitation is one of the basic ones in scientific research of the human body, since it is these mechanisms of rehabilitation that have been developed in the evolutionary process that provide the possibility of the human body in changing environmental conditions (Zagladin & Kholodkovsky, 2004; Kavokin, 2002; Yurtaev, 2003). Thanks to the rehabilitation processes, the effective functioning of all the organs of the body is achieved, as well as a balance in the human — environment complex. The problem of social adaptation of people with disabilities is the problem of adaptation of disabled people to a full life in a society of healthy people. This problem has recently become particularly important. This is because in the new millennium, approaches to people who were born or became disabled by the will of fate began to change significantly.

Adaptive physical education and sports are currently one of the best ways to rehabilitate disabled people, but the percentage of those involved is very small. For the development of a system of comprehensive rehabilitation of disabled people and their integration into society, it is necessary to implement large-scale and long-term social projects (Dombrovskaya, 2013; Yarskaya-Smirnova & Romanov, 2005). Having passed the road from the idea of isolating representatives with limited health from society, humanity has come to understand the urgent need to integrate citizens with physical defects or physiological mental disorders into all social institutions. In other words, disability is not a problem of an individual, but of society as a whole.

Thus, improving the living conditions of disabled people as one of the most socially vulnerable categories of the population, their adaptation and integration into society are among the priorities.

Literature review

Despite the truly impressive achievements in the field of medicine, the number of disabled people not only does not decrease, but also steadily increases, and in almost all types of society and in all social strata of the population. The appearance of disability is based on a large number of different reasons (Abulkhanova-Slavskaya, 1991; Tishchenko, 2000; Yudin, 2000; Bratus, 1988). The standards that exist in society need to be adapted to the needs of persons with disabilities in order to enable them to live independent lives.

The State is fully responsible for providing the necessary training at all levels of personnel involved in the development and implementation of programs and the provision of a range of services related to people with disabilities (Vasilyeva, 2007; Abulkhanova-Slavskaya, 1994; Malofeev, 2003; Smirnov, 2009; Cherdymova et al., 2019). Nevertheless, despite the certain development of these international documents, they still do not fully reflect the essence and content of such concepts as the disabled person and disability. In addition, the social changes taking place in the modern community are somehow reflected in the minds of citizens, are expressed in the desire to maximize the content of these terms (Voevodina, 2012; Kholostova & Dementieva, 2003; Tkachenko, 2006; Vasilyeva, 1998). For a long time, such a diagnosis as disability was considered a disease. Moreover, many political aspects were built based on certain benefits and protection of such people. However, after the first speech for the rights of the disabled took place in the seventies, a well-known social approach began to be born. Now disability is mostly considered as a certain construction of society. In addition, it is positioned as the relationship of a person with disabilities with various obstacles that occur in society (Nalchajyan, 2010; Room, 2002; Bodalev, Ganzhin & Derkach, 2000; Kovalev, 1995).

Taking into account the modern interpretation of the concept of disability, the object of state attention should be not only physical or psychological injuries of a person, but also his/her return to normal life in conditions of limited opportunities. In solving these problems, the focus is on rehabilitation, which is based on social mechanisms of adaptation and compensation.

The means used in rehabilitation, for the most part, are focused on traditional methods of medicine, i.e., medical equipment, physiotherapy, massage, psychotherapy, pharmacological drugs, etc., and not on natural factors, such as movement, rational nutrition, a healthy lifestyle, hardening, and the like. Psychological rehabilitation is the main component in order to ensure the overall rehabilitation of a person, since these mechanisms are primarily psychological in nature (Voronina et al., 2001; Golubeva, 2004; Putilina et al., 2019; Yanitsky, 1999).

Thus, the essence of rehabilitation of disabled people lies in a multidisciplinary integrated approach to the renewal of human abilities necessary for performing every day, professional and social activities within the framework of their psychological, physical and social potential and the characteristics of the macro and micro social environment.

MATERIALS AND METHODS

The course of the study set the following tasks:

- To identify the level of involvement of students with disabilities in adaptive sports. -To determine the motives of students with disabilities who come to sports activities.
- To identify the main benefits that students with disabilities receive by entering the sports life.
- To identify the degree of satisfaction with the services offered to students with disabilities in relation to adaptive sports.
- To identify the attitude of students with disabilities to the potential development of adaptive sports based on rehabilitation and other institutions for the disabled.

The study sample consisted of students with disabilities (23 people). The study consisted of several stages:

At the first stage, information was collected on the medical history of students with disabilities. The purpose of this stage was to identify the nature of the disease and determine the disability group in order to select students in the sample for empirical research.

At the second stage, a direct study of the attitude of students with disabilities to sports was conducted.

The research questions were the following ones:

- Tell me, please, how do you feel about physical activity and physical culture in general?
- What kind of physical activity do you prefer?
- Do you exercise in the morning?
- Have you ever taken part in any sporting events?
- Are you included in any sports teams?
- How long have you been a member of these groups?
- Did someone recommend you play sports or is it your own decision?
- How long have you been engaged in sports activities?
- How do sports training help you?
- Do sports training affect your psychological well-being?

- What changes do you notice?
- Do you think there are enough sports grounds in your city that are specially equipped for the disabled?
- In your opinion, do you need any measures to improve the equipment of sports facilities?

Further, the study conducted a survey of selected groups of students with disabilities on the compiled questionnaire questions.

RESULTS

Peculiarities study of the attitude of students with limited health opportunities to sports

When answering the question: "Tell me, please, how do you feel about physical activity and physical culture in general?", it was revealed that the majority of respondents-students with disabilities (86%) have a positive attitude to physical culture and sports. Several respondents (9%) noted the lack of opportunities to play sports due to lack of free time. To the question: "Do you participate in any sports events", 13% of the respondents answered in the negative. The rest of the respondents (87%) have participated in any sports events at least once. When answering the question "How regularly do you exercise?", the majority of respondents (65%) answered: "once a week", which in fact, cannot be called a sport.

The following question allows us to determine the main motives that prompted students with disabilities to engage in sports. (Figure 1)

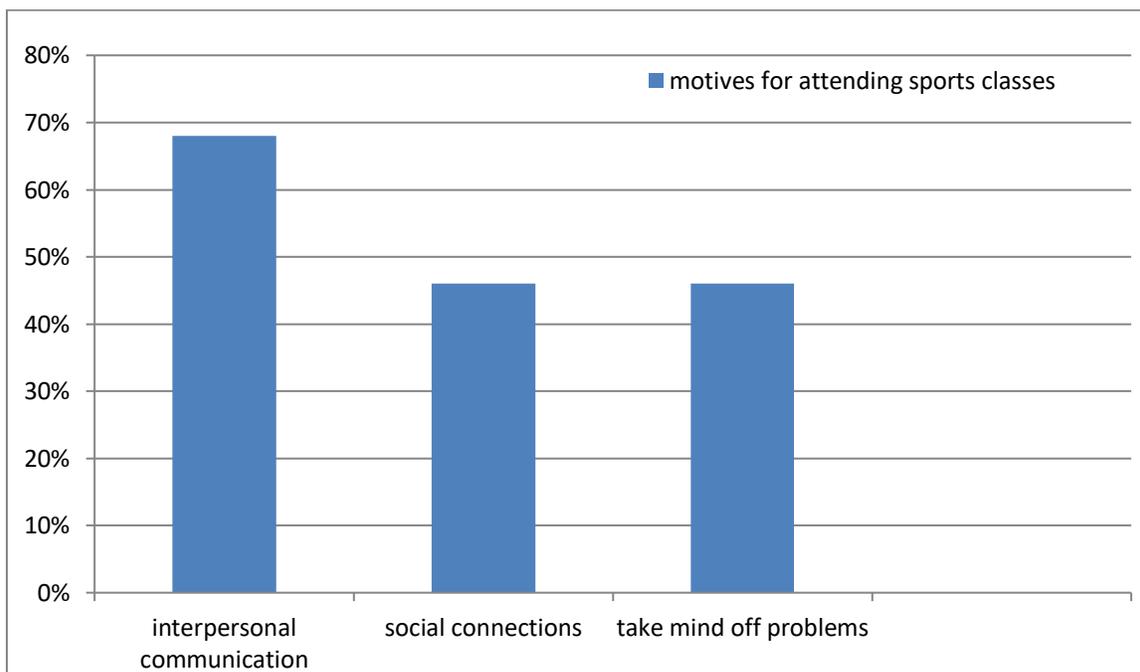


Figure 1. Leading motivations for students with disabilities to attend sports classes.

For many respondents, interpersonal communication is important (68%), as well as the desire to acquire social connections (46%), the desire to detach themselves as much as possible from their own problems (46%) that surround them in everyday life.

The answers to the following question "*How long have you been engaged in sports activities?*" show that the majority of young disabled people do not engage in sports for a long time (65% of the answers).

In many respects, this situation is caused by the following reasons: the lack of awareness of the disabled themselves in relation to existing sports organizations and sections; some of the respondents consider special educational institutions within the system of adaptive sports for the disabled poorly equipped and that no one visits them; rehabilitation institutions are poorly adapted for these purposes; the underdevelopment of the system of sports institutions for the disabled.

For many students with disabilities, attending classes is associated with the need to travel far (68%), and this is rarely acceptable. When answering the question: "*What social benefits and useful things have you gained from training?*", the majority said that they have gained friends (86%).

When asked whether "*You feel better from physical education*", more than half (68%) answered: yes, significantly.

To the question "*Do you think there are enough sports grounds in your city that are specially equipped for the disabled?*" the majority of respondents answered that there were no (87%).

So, according to the results of the survey, the following conclusions can be drawn: the majority of respondents have a positive attitude to sports, but not many of them are engaged in it; many of the respondents periodically tried to play sports and noted the social benefits of classes, which were primarily associated with communication and making friends; the majority of respondents noted the improvement in well-being from sports; many were aware of the importance and relevance of the development of adaptive sports as a way of social rehabilitation of young disabled people; The main obstacle to the involvement of young people with disabilities in sports was the lack of development and equipment of rehabilitation institutions in relation to this issue.

We also conducted an expert survey to determine the effectiveness and features of adaptive sports as a way of social rehabilitation of students with disabilities. Experts also took part in the survey. The respondents were asked to answer the following questions: "*How is adaptive sports developing in your city today?*" One can conclude that the organizations under consideration are working to include people with disabilities in sports and their social rehabilitation, which is confirmed by concrete examples. Therefore, based on the answers of experts, the main problem is the lack of funding for adaptive sports and events. When answering the question: "*How do you think adaptive sports directly contributes to the social rehabilitation of students with disabilities?*" the following results are obtained. They should support him/her on a daily basis, not forgetting that there are a number of medications and auxiliary means to restore his/her lost functions. Society, all responsible figures in politics, economic life, sports and the humanitarian field are called upon to contribute to this. It is safe to conclude that, if not the most effective, then one of the most effective strategies for the social rehabilitation of young people with disabilities is adaptive sports.

Based on the study of methods of social rehabilitation, recommendations for the social rehabilitation of young disabled people were developed.

An expert survey in order to determine the effectiveness and features of adaptive sports as a way of social rehabilitation of students with disabilities showed, and as a result, the following conclusions were made: the main tools for implementing the involvement of students with disabilities were state programs and

rehabilitation organizations; the main idea in the issue of innovations regarding the involvement of students with disabilities in sports activities is the creation of sports clubs and sports events, as well as the active involvement of students with disabilities in sports; the main problem is the lack of funding for adaptive sports and events; one of the most effective strategies for the social rehabilitation of young people with disabilities is adaptive sports.

DISCUSSION

The goal of any rehabilitation is a comfortable existence in a constantly changing space, the realization of one's own personal potential, the achievement of life well-being, self-realization and success. First, social rehabilitation involves the possibility of meeting the primary needs of a person, i.e., providing students with disabilities with comfortable housing, etc.), necessary medicines, material and other social guarantees provided for by law. If the primary needs are met, the disabled person, like any other person, begins to look for opportunities to meet the secondary needs (achievements, status, affiliation, power, etc.). Social rehabilitation also includes social and household rehabilitation and social and environmental orientation. Most often, such a component of adaptation processes is emotions, which, in turn, usually arise in public relations.

From the above-mentioned areas of social rehabilitation, it is possible to build a model for social rehabilitation. Students with disabilities, clearly limited in one thing, can very successfully develop any other of their abilities, and at the same time far exceed the level of the average person. A sufficiently serious restriction or complete inability to conduct industrial activities of students with disabilities doom them to poor security, that is, low property status, which is expressed in the fact that the lion's share of their income goes to food and basic necessities.

Getting married and forming a strong family is a huge challenge for many students with disabilities. Among them, there are several times more single people than among ordinary people. There are also much fewer students living separately from their parents, as most of the students with disabilities need constant care or assistance, they are often not independent and dependent on their relatives, or they need their care.

Adaptive sports have a powerful and versatile effect on a person's personality, contributing to their physical and spiritual development. This is especially evident at competitions of various levels, which are the highest expression of their social activity. During the competition, such social and moral values as victory, spectacle, prestige, sensitivity, empathy and others are created and realized. At the same time, it is a creative activity, during which the participants, having aesthetic errors in their movements, persistently strive for perfection. They work hard to improve their movements, create their own unique appearance and individual style, demonstrating the harmony of willpower and cheerfulness. This brings new positive qualities to the character and lifestyle of students with disabilities, which undoubtedly increase their self-esteem and allow them to feel like a full member of society.

CONCLUSIONS

The study concluded that the adequate functioning of the systems of both physiological and mental levels affected the effectiveness of rehabilitation.

The practice of attracting students with disabilities to sports activities should be noted. The main tools for implementing the involvement of students with disabilities are state programs and rehabilitation organizations. Most students with disabilities do not play sports.

The involvement of students with disabilities in sports life is due, from their point of view to a number of reasons: their lack of awareness of existing sports organizations and sections; poor equipment of existing halls and their poor attendance by other people; the underdeveloped system of sports institutions for the disabled; the existing rehabilitation institutions are poorly adapted for these purposes.

The main idea in the issue of innovation in relation to the involvement of students with disabilities in sports life is the creation of sports clubs and sports events, as well as the active involvement of disabled people in sports activities.

The problem of introducing individual trajectories for the development of physical abilities of students with disabilities is the lack of funding for adaptive sports and events for students with disabilities.

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