

The Conduct of the Physical Education Lesson in Schools of Special Education and Training as a Factor of Forming Positive Psychosocial Skills for Students with Disabilities

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Abstract: *With this specific work, an attempt is made to investigate and study the degree of effect of conducting the Physical Education course in SMEAE (Schools of Special Education and Training) on the formation of positive and/or not psychosocial skills in the students who attend these structures. Obviously, it is considered that inattention/hyperactivity, behavior, smooth relationships of these students with peers, emotional reaction and social behavior, are skills that determine their balanced development and harmonious adaptation and functioning on a daily basis in this context. As far as the research methodology is concerned, the critical - interpretative view and review approach of the various international, mainly studies and elaborated researches, is used as the most suitable for writing the subject under investigation. The results of this research highlight the essentially important and weighty contribution of conducting the Physical Education course in these structures, as a defining parameter for the development and formation of positive psychosocial skills and correct behavior for students with disabilities.*

Keywords: SMEAE, students with disabilities, conducting a Physical Education course, development and formation of positive psychosocial skills

1. Introduction

Now, it can be seen that the form and content of the cognitive/teaching subjects being delivered both in the school units of formal/general education and education, but particularly in the special structures and sector. In this sense, it is recognized that all the data in the environment of special school units and, especially, the way and the form in which the subjects are taught are completely changing (Vlachou & Mavrogonatou, 2016). One of the most basic courses that provide essential practices for the acquisition of psychosocial and behavioral practical skills, therefore, for students with disabilities is the subject of Physical Education (Crespo et al., 2000). The scientific - didactic integration of the subject of Physical Education into the timetables of the special structures, in other words, constitutes a bet that must be won for the leaders who have shouldered this difficult –as far as its implementation– task is concerned (Ekelund et al., 2005). In any case, it is recognized that the conduct of the specific cognitive subject on a daily basis in the special school units and structures, provides the maximum in the psychosocial development and development of the students of this particular group, which in turn leads to the complete and smooth multifaceted their adaptation to the events of school and social becoming and life (Vardouli - Lappa, 2009).

The conduct of the Physical Education course in the Schools of Special Education and Training, henceforth, is considered an absolute and imperative necessity, since it is inescapably intertwined not only with the development of the psychosocial skills of the students with disabilities who attend them, but in general with the whole of both their psycho - intellectual and practical abilities and potential (Katz et al., 2017). One of the main purposes and particularly specific objectives included in the curricula that are designed and prepared to be applied in the special

context, is the most balanced, smooth, harmonious and safe socialization of these students through the teaching of the cognitive subjects, in order to deal with real - life difficulties and obstacles effectively and successfully (Manning et al., 2014). Based on the reasoning above, it is considered that the teaching of the cognitive subject of Physical Education to the students of the special context on a daily basis, can work beneficially in terms of their as correct integration as possible and under any conditions in society, as well as through their participation in the activities of the course, they acquire the appropriate habits and psychosocial skills that are considered necessary to handle even the simplest things and operations of their daily life (Bostrom et al., 2016).

In this sense, the contribution of the conduct of the Physical Education course to the improvement and promotion, in general, of the quality of life of the students of this special group is recognized, as well as its positive visible effects on their school well - being and their psychosocial adaptation to the realities of society becoming (Artal, 1998). Among other things, it helps them face the various daily challenges from a different point of view, strengthen their relationships and friendships with their classmates, maintain their composure satisfactorily, control their emotions and be self - aware of the positive and/or and negative consequences of their individual/personal actions and actions (Bahrami Nejad, 2000). In other words, through the substantial and scientifically effective introduction and utilization of the specific subject in the program of organized psychoeducation and psychosocial preparation of these students, the satisfactorily acceptable and facilitating increased maintenance of their physical, intellectual, emotional, behavioral and social stability in all their activities and participation in their school and social routine and employment (Boule et al., 2001). Through this specific intervention, therefore, the minimal development of their psycho - emotional, behavioral and especially psycho -

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social skills and their practical capabilities is attempted, since as a whole most of these individuals/children/students cannot cope successfully, fully and fully complex conditions and problems at the mercy of inherent neurophysiological deficits and mental disorders and deficiencies (Tan et al., 2014).

The exercise and physical activity of these students through the performance of the cognitive object of Physical Education, therefore, can bring beneficial benefits and results in the quality of their daily life and stability in their psycho - emotional and behavioral reactions and reports (Muros et al., 2017). After all, it is well known that exercise and physical activity in general helps people increase their strength, endurance and levels of composure and self - control. It also assists in weight control, mitigates multi - morbidities and co - morbidities and, in general, acts as a catalytically positive factor and variable that predetermines their psychosocial functions and behaviors (Lin, 2019). With regard to students with disabilities, who by the way do little or no extracurricular activities due to the many problems they present such as family, physical, financial, cultural, educational, psychosocial, etc., it is found that the conduct and teaching of the subject of Physics Education in the school program, strengthens their self - confidence and self - esteem and, in addition, works ameliorative and therapeutic regarding their inherent and most often visible muscle weaknesses and musculoskeletal problems. Many meta - analyses, reviews and research related to the subject of this particular work, demonstrate that exercise and physical activity is a significant beneficial parameter of well - being and social interaction and independence of students of this particular group, as it stimulates their psychology and stabilizes the feeling confident about themselves (Mooses et al., 2017).

The effect of exercise on students with disabilities

Obviously, exercise plays a decisive role in the development and psychosocial development of students with disabilities, since they have the possibility and opportunity to strengthen their mental resilience, improve their physical and mental well - being, develop their emotional behavior and action and build social skills, which are linked to their optimal and effective adaptation to both school and social life. In contrast to students who have normal and smooth age - related development, people with disabilities are distinguished to have developmental and evolutionary delays in most areas (Edwardson & Gorely, 2010). With the exercise and physical activity through doing the Physical Education lesson in the special structures, consequently, the change and mutation of the harmful habits for these students is achieved and, at the same time, they are covered and, in part, transformed into cognitive and practical skills their inherent deficits and inadequacies. Especially during the course of Physical Education in the Schools of Special Education and Training, the students of this group are observed to develop, through interactions and/even conflicts with the rest of their classmates, healthy relationships, creating and building in the way this consistently determines and benefits for their better social adaptation and functioning, habits and behaviors (Dwyer et al., 2011).

One of the most basic and fundamental purposes of exercise is, of course, the socialization of individuals (Voulgari, 2012). The environment of exercise and physical activity in general that is created and shaped through their daily engagement with the subject of Physical Education, therefore, constitutes one of the most important cores and pillars of their main and essential socialization and psychosocial development (Bronfenbrenner, 2001). The more time these individuals/students devote to exercise and physical activity, in short, the more complete and composed personality and character they develop for the rest of their social life and action (Caroli et al., 2011). Through the exercise, especially the students of this group, learn to communicate, cooperate and experience the spirit of the collective, elements, habits and skills that are considered and are crucial and necessary for their optimal participation in each of the social sciences (Gerabinis, 2020).

Undoubtedly, exercise plays an important role in the physical, emotional and psychosocial condition and development of these students. With the exercise and in general the physical activity achieved by conducting the Physical Education course, their good relations with the wider social environment of the public sphere are cultivated, while on the other hand, they form a healthy identity (Kavkia et al., 2010). Exercising in this way is a catalytic factor in the integral development and promotion of students with disabilities, as it contributes the most to strengthening their mental strength, shielding their psycho - emotional well - being and building in a stable but realistic and solid way social and behavioral skills (Reilly, 2008). With the exercise, in addition, these students can counteract the daily frictions and misunderstandings that arise in the classroom environment, since they have the ability to manage more optimally and effectively the conflicting situations and issues that arise out of nowhere. Taking into account the aforementioned, the significant contribution of exercise to the physical, psycho - intellectual, emotional, behavioral and psycho - social development and stabilization of the students of this special group is highlighted and proven at the same time. This implies that they have the ability to successfully manage their conflict problems, to take individual initiatives, to organize actions and, ultimately, to be complete with their self - image from the outcomes of their personal actions and actions (Piperopoulos, 1988).

The importance of Physical Education in the socialization of students with disabilities

In the context of conducting the Physical Education lesson in the special structures, the students are forced to apply a series of rules and principles that are mandatory for the completion of the diverse and multiform sports and playful activities (de la Haye et al., 2011). In this sense, it appears that the students of this group in particular are forced to adopt and follow specific ways of behaving, which implies adaptation to the mechanisms and processes of socialization. Based on a simulation of the phenomena that take place in the wider society, it is observed during the performance of the subject of Physical Education in the Schools of Special Education and Training that abilities and skills are highlighted that are considered main for the performance of sports activities and games, resulting in the fastest and more substantial socialization of students. In the process of

socialization, moreover –taking place most of the time invisible to others– processes and fermentations that are inextricably intertwined with discipline and learning. The students, especially of the special context, appear to consciously, consciously and voluntarily follow all the aforementioned, in order to achieve the application of the rules that are mandatory for the correct execution of the games and exercises (Fein et al., 2004).

In this way, it becomes clear how through the course of Physical Education and sports they develop acceptable behaviors, control their psychosocial activities and structure and prepare their character, for their better adaptation to scientific reality and social life (Janssen & Leblanc, 2010). In particular, it is recognized that for the completion of the various sports activities through the Physical Education course, the strict and absolute observance and application of a set of specific rules and instructions, similar and corresponding to those needed for their substantial participation and involvement in the events and events of the social life (Schneider et al., 2008). The harmonization of students with disabilities with the principles that govern the full and faithful implementation of exercises and physical activities, therefore, works as an anteroom to prepare them for the smoothest possible, balanced and harmonious admission and integration into social affairs. In any case, it is more than obvious that the hidden processes that are born and develop during the course of Physical Education, function as a mirror image of the current conditions that prevail in the microcosm and macrocosm of the socio-cultural context and public sphere (Lubans & Sylva, 2006; Fuller et al., 2011).

Physical - sports activity, therefore, as a parameter of socialization of students with disabilities, helps them to develop interpersonal relationships, to learn and acquire correct ways of social behavior, to accept the otherness and differentiation –from the status quo– of themselves and to work in solidarity, collaboratively and collectively (Pyrgiotakis, 2007). In this way alone, they have the opportunity to adapt in the best way to the demands of social life, some of which are coexistence and proper behavior. Somehow, the inherent dysfunctions and centrifugal weaknesses of social reality are restored, compensated and balanced, towards these students. In short, the integration of the Physical Education course into the timetable of special school units increases and aims to boost the self - confidence of these students, to regain their dormant self - esteem and to build solid individual psychosocial abilities and skills. All of the above, constitute resources and means for the best possible, essential and most effective adaptation and integration into the respective culture and value system of the societies that are members (Sgaras, 2003; Pulgaron, 2013). Consequently, it can be seen that through the exercise and physical activity achieved by doing the subject of Physical Education, the students of this particular group are socialized based on the principles and needs of the general set of people (Guinhouya et al., 2013; Varlami, 2003).

The benefits of Physical Education in the development of psychosocial skills by students with disabilities

Taking the data, it is found that due to the long - term and often unjustified abstinence of students with disabilities

from exercise and physical activity, they do not develop the necessary psychosocial skills and, among others, motor skills. Hence, it is a commonplace that the students of this group fall short in terms of strength and performance in the submitted tests and tests in contrast to the students studying in the standard/general framework and school units. In this sense, it is noted that the image of the physical and motor development and evolution of students with disabilities is not properly appreciated, which in turn significantly affects the smooth and harmonious development of their psychosocial skills and behaviors. Among other things, it becomes noticeable through the various tests submitted by the special educators –apart from the Physical Education teachers– that they present weaknesses and difficulties in both gross and fine motor skills, also in writing and drawing, while in terms of control of their body, it is found that they have a delay in neurodevelopmental integration (Lopes et al., 2020). The performance of the pedagogical exercises and games through Physical Education, therefore, contributes to the realistic perception and understanding of the physical possibilities and limits and, at the same time, to the acquisition and foundation of the psychosocial skills, which are considered necessary for the development of the state them and their full integration into society (Mahieu et al., 2016; Aggarwal et al., 2018).

Exercising and socializing students with disabilities with each other certainly gives them increased confidence and boosts their self - esteem, as they are freed from the competition part, resulting in them competing with like - minded people who know in advance that they are equal to each other and not they care about the top. In the light of this logic, they are observed to be happy and their self - esteem and self - awareness improve, as they act without the fear of the disadvantage they experience from their failed ventures (Mitchell et al., 2013). According to their abilities, therefore, these students practice without pressure and, based on their interests, approach the subject of Physical Education with a positive perspective. The preferences of each student with a disability, therefore, determine their degree of participation in exercise and physical activity during the Physical Education lesson (Käll et al., 2014; Reilly, 2016). Exercise, in any case, ensures the conditions and conditions that shape their optimal mental health and quality of life (WHO, 2010).

As criteria of their mental health, also, which are linked to the development of their psychosocial skills and their psycho - emotional and behavioral maturation and promotion, are considered the ability to make decisions, the execution of various orders without the appearance of isolation, the maintenance of friendly and calm relationships with their peers, skill achievement and positive self - concept (Plasqui et al., 2012; Jones et al., 2013). Through exercise and physical activities, in other words, these students are "forced" and "obliged" to undertake, perform and complete in an organized manner a set of roles, which most of the time they must carry out following specifically defined and –often– rules demanding in purpose and content. As far as the rules are concerned, on the other hand, they are the ones that constitute a point of reference and a marker that determines their behavior, attitude and decision, regarding the way, the form and the degree of their substantial – experiential and emotional– participation in the processes

and events of sports exercises and activities with the rest of their classmates (Burghard et al., 2016; Lima et al., 2017). In this way, they organize, acquire, compose and develop in a – secret and invisible way– the entire palette of psychosocial skills. Through the course of Physical Education, therefore, the psychosocial skills are activated which work projectively and proactively for their adaptation and inclusion in the real events of social life and, in another sense, as a method and a tool to deal with the experienced emotional frustrations that instill at every step in their actions both in school and in their daily harsh reality (Lubans et al., 2010; Slykerman et al., 2016; Wormhoudt et al., 2018).

2. Conclusions – Suggestions

Overall, all the international research, studies and meta - analyses that have been published so far, on the contribution of conducting and performing the cognitive subject of Physical Education to people with disabilities, highlight the positive sign for the benefits they receive in all indicators and areas both of their school and social life and daily activities. More specifically, it is argued that exercise and sports in general act as an added value for students who fall into this particular group, since they are observed to increase their performance in indicators such as psychology and in general the quality of their life in general. At the same time, it is found that they develop their psychosocial skills (self - confidence, self - esteem, self - emotion, self - activity, self - awareness, self - efficacy, etc.) and develop, improve and promote their pre - existing practical skills and capabilities. This implies that they can control their various psycho - emotional changes, changes and behavioral exacerbations as best as possible and more effectively when they are under pressure from either external or internal stimuli and stressful situations and problems. In this sense, it is pointed out that through regular exercise and physical activity, not only the physical form of students with disabilities changes for the better, but above all the correct handling of various daily events, incidents and events that take place in the social their life. Exercise and physical activity through the participation of these students in the Physical Education course, therefore, acts as a balm and elixir that helps and facilitates them on the one hand, to have the most optimal and effective adaptation to the events of social life and reality, on the other hand, to enjoy both the short - term and long - term benefits and benefits of exercise (exercise and sport) on their health.

Regarding the position and importance of the subject of Physical Education in the special context and structures, it must be officially established in their timetable, in all dimensions and aspects like the other subjects. This implies an increase in the teaching hours of the course, as well as a review, update and change of its content by the teachers and administrators who draw up educational policy for this particular system. In addition, it is considered an irrepressible and imperative need and obligation of the university teachers in the area, to take the corresponding actions, so that university departments of Physical Education and Sports are established, from which Gymnasts - teachers with specialization in Special Education and Training will graduate, who will have priority for recruitment in this field. Also very decisive is the continuous scientific - teaching re -

education and training of the Gymnasts/teachers who already work in the field and come from the university departments of General Education, as the data they have to manage in their daily work changes at a dizzying and stormy pace, in order to cope successfully and provide the appropriate services to these students. Of major importance and importance for the psychomotor, psychoemotional and psychosocial development, development and promotion of students with disabilities, moreover, is the construction and/or creation/configuration of school classrooms, the layout and materials of which must be scientifically appropriate and approved, so as to provide the maximum in the acquisition by these students of psychosocial practically measurable skills and abilities. Finally, it is considered the highest priority for the smooth and orderly operation of the special structures and the services they provide to the students of this special group, the establishment of permanent organizational positions for the Gymnasts - teachers who are specialized in Special Education and Training, so that the projects and their actions not to remain an empty letter, but on the contrary, to have visible benefits in the improvement and promotion of these students and, by extension, in their preparation for their essential integration and adaptation to the activities of the social scientist.

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