

ADAPTATION OF ATHLETICS CLASSES FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS IN THE CONTEXT OF INCLUSIVE EDUCATION

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Abstract

This article examines the adaptation of athletics classes for students with special educational needs in the context of inclusive education. The relevance of the topic is determined by the need to create equal opportunities for participation in physical education, where each learner, regardless of physical, sensory, cognitive, or emotional differences, can develop motor skills, social interaction, self-confidence, and personal independence. Athletics is considered one of the most accessible types of physical activity because it includes natural movements such as walking, running, jumping, and throwing, which can be modified according to the individual capabilities of students. The article analyzes pedagogical, methodological, organizational, and psychological aspects of adapting athletics lessons in an inclusive environment. Special attention is paid to differentiated instruction, safety, individualized load regulation, the use of assistive equipment, cooperative learning, and the formation of a supportive educational atmosphere. The study emphasizes that effective adaptation does not mean simplifying the educational process, but rather creating flexible conditions that allow every student to achieve meaningful progress. The article also highlights the role of the teacher in planning inclusive athletics activities, assessing students' abilities, preventing exclusion, and encouraging participation through positive motivation. The findings show that properly adapted athletics classes contribute not only to physical development but also to social integration, emotional stability, communication skills, and the development of an inclusive culture in educational institutions.

Keywords: Inclusive education, athletics, special educational needs, physical education, adaptive methods, motor development, differentiated instruction, social integration.

Introduction

Аннотация

В данной статье рассматривается адаптация занятий по лёгкой атлетике для обучающихся с особыми образовательными потребностями в условиях инклюзивного образования. Актуальность темы определяется необходимостью создания равных возможностей для участия в физическом воспитании, где каждый обучающийся, независимо от физических, сенсорных, когнитивных или эмоциональных особенностей, может развивать двигательные навыки, социальное взаимодействие, уверенность в себе и личную самостоятельность. Лёгкая атлетика рассматривается как один из наиболее доступных видов физической активности, поскольку включает естественные движения, такие как ходьба, бег, прыжки и метание, которые могут быть изменены с учётом индивидуальных возможностей учащихся. В статье анализируются педагогические, методические, организационные и психологические аспекты адаптации занятий лёгкой атлетикой в инклюзивной среде. Особое внимание уделяется дифференцированному обучению, безопасности, индивидуальному регулированию нагрузки, использованию вспомогательного оборудования, совместной деятельности и формированию поддерживающей образовательной атмосферы. Подчёркивается, что эффективная адаптация не означает упрощение образовательного процесса, а предполагает создание гибких условий, позволяющих каждому ученику достичь значимого прогресса. Также раскрывается роль педагога в планировании инклюзивных занятий по лёгкой атлетике, оценке возможностей обучающихся, предупреждении исключения и стимулировании участия через положительную мотивацию. Сделан вывод о том, что правильно адаптированные занятия лёгкой атлетикой способствуют не только физическому развитию, но и социальной интеграции, эмоциональной устойчивости, коммуникативным навыкам и развитию инклюзивной культуры в образовательных учреждениях.

Ключевые слова: Инклюзивное образование, лёгкая атлетика, особые образовательные потребности, физическое воспитание, адаптивные методы, двигательное развитие, дифференцированное обучение, социальная интеграция

Introduction

Inclusive education has become one of the essential directions of modern pedagogical development, because it is based on the recognition of every learner's right to participate in a common educational process regardless of individual physical, sensory, intellectual, emotional, or social characteristics. In this context, physical education occupies a special place, since it influences not only the development of motor abilities but also the formation of communication, self-confidence, discipline, emotional stability, and social participation. For students with special educational needs, participation in physical activity is especially important, because movement becomes a means of overcoming isolation, strengthening health, developing independence, and building positive interaction with peers. Therefore, the adaptation of athletics classes in inclusive education is not only a methodological issue, but also a significant pedagogical condition for ensuring equality and accessibility in the educational environment. Athletics is one of the most appropriate areas of physical education for inclusive practice, because its content is based on natural and familiar human movements such as walking, running, jumping, and throwing. These movements can be modified according to the abilities, health condition, functional capacity, and psychological readiness of each student. Unlike some complex team sports that require high coordination, strict tactical interaction, or intensive physical contact, athletics allows teachers to regulate distance, speed, intensity, equipment, task complexity, and assessment criteria. This flexibility makes athletics a valuable pedagogical tool in working with students who have different educational needs, including learners with mobility limitations, visual or hearing impairments, intellectual disabilities, autism spectrum disorders, speech difficulties, or emotional and behavioral challenges.

The relevance of this topic is connected with the need to move from formal inclusion to real participation. In many educational settings, students with special educational needs may be physically present in the classroom or gymnasium, but their actual involvement in physical education activities remains limited. This

situation may be caused by insufficient teacher preparation, lack of adapted equipment, fear of injury, weak methodological support, or stereotypical attitudes toward students' abilities. As a result, some learners are excluded from active participation or are given only passive roles. Such an approach contradicts the principles of inclusive education, because inclusion requires not only access to the lesson but also meaningful engagement, individual progress, and social recognition within the group.

The adaptation of athletics classes requires a systematic approach that includes pedagogical diagnosis, individualization of tasks, differentiated load distribution, safe organization of space, psychological support, and flexible assessment. The teacher must understand the specific needs of each learner and, at the same time, preserve the collective character of the lesson. This means that adapted tasks should not isolate students with special educational needs from their peers but should create opportunities for joint activity, cooperation, mutual assistance, and shared achievement. In this way, athletics becomes a means of both physical development and social integration.

In the conditions of Uzbekistan, the development of inclusive education in sport is closely related to the improvement of teacher training, modernization of educational programs, and creation of accessible learning environments. Pedagogical universities play an important role in preparing future specialists who are able to design adaptive physical education lessons and apply inclusive methods in practice. Therefore, the study of athletics adaptation for students with special educational needs is significant for improving the quality of inclusive physical education, developing professional competence among teachers, and strengthening the humanistic orientation of the educational system.

Methods

The methodological basis of this study is formed by a pedagogical analysis of the adaptation of athletics classes for students with special educational needs in the context of inclusive physical education. The research approach is based on the idea that adaptation should not be limited to mechanical simplification of exercises, but should include a comprehensive transformation of goals, content, teaching methods, organizational forms, assessment criteria, and the psychological climate of the lesson. Therefore, the study relies on the principles of accessibility, individualization, differentiation, safety, cooperation, and

developmental orientation. These principles make it possible to consider athletics not only as a set of motor exercises, but also as a pedagogical environment where every student can participate according to personal abilities and gradually improve physical, social, and emotional competencies.

The first methodological stage involves identifying the individual educational and physical needs of students. This process includes observation of motor activity, analysis of coordination, endurance, balance, strength, attention, communication abilities, emotional reactions, and readiness for group participation. In inclusive sport education, the teacher must take into account not only the medical diagnosis or formal category of special educational needs, but also the actual functional possibilities of the learner. For example, two students with the same type of impairment may demonstrate different levels of mobility, motivation, fatigue resistance, or ability to follow instructions. For this reason, pedagogical observation becomes an important tool for planning adapted athletics activities.

The second stage is connected with the modification of athletics exercises. Running tasks may be adapted through shortening the distance, changing the speed, using walking instead of running, applying visual or sound signals, or allowing support from a peer or assistant. Jumping exercises may be modified by reducing the height or distance requirement, using soft landing areas, replacing competitive jumps with individual progress tasks, or dividing the movement into separate elements. Throwing exercises may be adapted by using lighter equipment, larger balls, softer materials, shorter throwing zones, or alternative body positions. Such modifications allow students with different abilities to perform athletics movements safely and meaningfully.

The third methodological component is differentiated load regulation. In inclusive athletics classes, the same exercise may have several levels of complexity. Students with higher physical readiness may complete the full task, while students with special educational needs may perform the same movement in a modified form. The teacher regulates the number of repetitions, rest intervals, movement amplitude, tempo, and duration of activity. This prevents overload and reduces the risk of injury, while preserving the developmental effect of the lesson. Differentiation also helps avoid comparison based only on speed, distance, or strength, because the main criterion becomes individual progress.

The fourth stage includes the organization of a supportive and safe learning environment. The athletics space must be clearly structured, free from

unnecessary obstacles, and accessible for students with mobility, visual, or coordination difficulties. Instructions should be short, clear, and supported by demonstration. When necessary, the teacher may use visual cards, gestures, tactile guidance, peer assistance, or repeated explanation. Cooperative forms of work are especially important, because they help students with special educational needs feel included in the group. Pair and small-group tasks develop responsibility, empathy, communication, and mutual support among all participants.

Assessment in adapted athletics classes is based on qualitative and individual indicators. Instead of focusing only on normative results, the teacher evaluates effort, participation, improvement of movement technique, confidence, independence, cooperation, and ability to complete the task safely. This approach corresponds to the inclusive logic of education, where achievement is measured not by comparison with others, but by personal growth. Thus, the methodology of adapting athletics classes combines diagnostic, organizational, motor, psychological, and evaluative components aimed at ensuring meaningful participation for every student.

Results

The analysis of adapted athletics classes for students with special educational needs shows that the effectiveness of inclusive physical education depends on the degree to which the lesson structure corresponds to the real abilities and developmental needs of learners. When athletics exercises are organized through differentiated tasks, students with different physical, sensory, cognitive, and emotional characteristics are able to participate more actively and confidently. The most visible result of adaptation is the increase in students' involvement in basic motor activities such as walking, running, jumping, throwing, balance exercises, and coordination tasks. Even when the movement is simplified or modified, the learner remains included in the common educational process and experiences personal achievement.

One important result is the improvement of motor development among students with special educational needs. Adapted running exercises contribute to the development of coordination, rhythm, spatial orientation, and endurance. Modified jumping tasks help strengthen balance, lower-limb control, body awareness, and confidence in movement. Throwing exercises develop hand-eye

coordination, muscle control, concentration, and the ability to regulate force. For students with limited motor experience, these activities are especially valuable because they create gradual and safe conditions for expanding movement possibilities. The use of shorter distances, lighter equipment, visual markers, softer surfaces, and additional support makes it possible to reduce anxiety and prevent physical overload.

Another significant result is the development of social interaction in the inclusive group. Athletics, when properly adapted, can be organized not only as an individual sport activity but also as a cooperative educational process. Pair work, relay tasks, group warm-ups, shared stations, and mutual assistance allow students with special educational needs to interact with peers naturally. This interaction reduces social distance, strengthens communication, and forms a sense of belonging. Students without special educational needs also benefit from such organization, because they learn empathy, responsibility, tolerance, and respect for individual differences. In this way, adapted athletics classes influence not only physical development but also the formation of inclusive values within the student group.

The results also show that psychological comfort plays a decisive role in participation. Students with special educational needs often avoid physical activity when they fear failure, ridicule, comparison, or excessive difficulty. When the teacher uses positive motivation, individual progress criteria, supportive feedback, and non-competitive forms of assessment, learners become more willing to participate. The replacement of rigid normative evaluation with personal achievement indicators helps students feel successful. For example, a student may improve by walking a longer distance than before, completing a movement independently, throwing with better coordination, or participating in a group activity without emotional discomfort. Such achievements are pedagogically meaningful because they reflect real developmental progress.

The adaptation of athletics classes also improves the professional practice of teachers. It requires the teacher to plan lessons more carefully, analyze student needs, prepare alternative exercises, regulate physical load, and create safe conditions. This process develops methodological flexibility and inclusive competence. Teachers begin to understand that one athletics task can have several versions depending on the learner's abilities. As a result, the lesson becomes more open, flexible, and human-centered.

Overall, the results indicate that adapted athletics classes can serve as an effective means of physical, social, and emotional development for students with special educational needs. Their success depends on individualization, safety, cooperation, differentiated assessment, and the teacher's ability to transform traditional athletics content into an accessible and inclusive pedagogical process.

Discussion

The adaptation of athletics classes for students with special educational needs should be understood as a complex pedagogical process that changes the logic of traditional physical education. In a conventional athletics lesson, the main focus is often placed on measurable indicators such as speed, distance, strength, endurance, and technical accuracy. However, in inclusive education, these indicators cannot be the only basis for organizing and evaluating students' activity. The central aim is to create conditions in which every learner can participate, experience progress, and become part of a common group process. Therefore, adapted athletics is not a simplified version of ordinary athletics, but a flexible educational model that combines physical development with social, emotional, and communicative growth.

A key issue in this process is the balance between accessibility and developmental challenge. If exercises are too difficult, students with special educational needs may experience fear, fatigue, frustration, or exclusion. If exercises are excessively simplified, they may lose their educational and developmental value. For this reason, the teacher must select tasks that correspond to each student's current abilities while still encouraging gradual improvement. For example, a running task can begin with walking along a marked line, then progress to short-distance running, and later include relay elements or rhythm-based movement. In the same way, throwing exercises may start with soft balls and short distances, but gradually develop toward more complex coordination tasks. Such progression allows students to experience success without losing the stimulating character of physical activity.

Another important aspect is the psychological atmosphere of the lesson. Students with special educational needs may be especially sensitive to comparison, criticism, or public failure. In athletics, where results are often visible to peers, this problem becomes particularly relevant. The teacher must therefore avoid organizing the lesson only around competition and normative standards. Instead,

it is necessary to use cooperative tasks, personal progress indicators, supportive feedback, and situations of shared success. This does not mean that competition must be completely removed, but it should be transformed into a positive and safe form. For instance, students may compete with their previous result, work in mixed teams, or complete common group challenges where each participant contributes according to individual capacity.



The role of peers is also significant in inclusive athletics. Properly organized peer support can reduce isolation and help students with special educational needs feel accepted. However, this support should not turn into excessive assistance or dependency. The teacher must teach students to help respectfully, without emphasizing weakness or difference. Inclusive interaction is successful when all students understand that each person may need different conditions to achieve a common goal. In this sense, athletics becomes a practical space for developing tolerance, responsibility, cooperation, and mutual respect.

In the context of pedagogical universities, this issue has particular importance because future teachers must be prepared not only theoretically but also practically. They should know how to adapt running, jumping, throwing, warm-

up exercises, assessment methods, safety rules, and communication strategies. Inclusive sport education requires a teacher who can observe carefully, react flexibly, and design several versions of the same task. This professional competence cannot be formed only through lectures; it requires practical training, analysis of real cases, modeling of inclusive lessons, and reflection on pedagogical decisions.

Thus, adapted athletics classes represent an effective direction for developing inclusive physical education. Their value lies in the possibility of combining natural motor activity with individualized instruction and social participation. When the lesson is organized on the basis of accessibility, safety, cooperation, and respect for individual progress, athletics becomes a meaningful educational tool for students with special educational needs and for the entire learning community.

Conclusion

The adaptation of athletics classes for students with special educational needs in the context of inclusive education is an important pedagogical condition for ensuring equal participation, personal development, and social integration in physical education. Athletics has significant inclusive potential because it is based on natural forms of movement such as walking, running, jumping, and throwing. These activities can be modified according to the physical, sensory, cognitive, emotional, and communicative abilities of learners. Therefore, athletics can become not only a means of developing motor skills, but also a flexible educational space where students with different needs participate together, support one another, and achieve individual progress.

The study shows that effective adaptation requires a comprehensive approach. It is not enough to reduce the distance, simplify the exercise, or replace one task with another. The teacher must carefully analyze the abilities and needs of each learner, regulate physical load, organize a safe environment, use accessible instructions, select appropriate equipment, and apply differentiated assessment. Such an approach allows students with special educational needs to participate in the same educational process as their peers without being isolated or reduced to passive observation. Inclusion becomes meaningful only when every student is actively involved in the lesson and has the opportunity to experience success.

A particularly important role belongs to the teacher. The teacher is responsible for designing the lesson in such a way that one athletics activity may have several levels of complexity. This makes it possible to preserve the common structure of the lesson while taking into account individual differences. The teacher also creates the psychological atmosphere of the group. Supportive feedback, respect for effort, encouragement of personal progress, and prevention of negative comparison help students overcome fear, uncertainty, and low motivation. In inclusive athletics classes, success should be measured not only by speed, distance, or strength, but also by participation, independence, cooperation, confidence, and improvement in relation to the student's previous result.

Adapted athletics classes also have a strong social and educational effect. Through joint exercises, pair work, relay activities, and group tasks, students learn to communicate, cooperate, provide assistance, and accept differences. Students with special educational needs gain more opportunities for self-expression and interaction, while their peers develop empathy, responsibility, tolerance, and an understanding of inclusive values. In this sense, athletics becomes a practical mechanism for forming an inclusive culture in the educational institution.

For pedagogical universities, the issue of adapting athletics classes is especially relevant because future teachers must be prepared to work in diverse educational environments. Their professional training should include knowledge of adaptive physical education, methods of modifying athletics exercises, safety principles, differentiated assessment, and communication strategies for inclusive groups. The quality of inclusive physical education directly depends on the methodological competence and humanistic position of the teacher.

Thus, the adaptation of athletics classes for students with special educational needs should be viewed as a necessary direction in the development of inclusive sport education. Properly organized athletics lessons promote physical development, emotional stability, social participation, and personal confidence. They help transform physical education from a standardized system of performance norms into a learner-centered process where every student has the right and opportunity to move, learn, communicate, and achieve meaningful progress.

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