

# PEDAGOGICAL CONDITIONS FOR CONDUCTING ATHLETICS CLASSES WITH CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

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## Abstract

This article examines the pedagogical conditions required for conducting athletics classes with children with special educational needs in an inclusive educational environment. The study emphasizes that athletics, as one of the most accessible and flexible areas of physical education, can serve not only as a means of developing motor abilities, but also as an effective pedagogical tool for social adaptation, emotional stability, self-confidence, and communicative activity. The article analyzes the importance of differentiated instruction, individualization of physical load, safe organization of exercises, psychological support, and cooperation between physical education teachers, special educators, psychologists, parents, and medical specialists. Particular attention is paid to the adaptation of running, jumping, throwing, relay, and coordination exercises according to the functional abilities and educational needs of children. The research highlights that inclusive athletics classes should be based on the principles of accessibility, gradual progression, emotional encouragement, peer interaction, and respect for individual differences. The article concludes that the effectiveness of athletics classes for children with special educational needs depends on the creation of a supportive pedagogical environment, the professional competence of teachers, the use of adapted methods, and systematic monitoring of students' physical and social development.

**Keywords:** Inclusive education, athletics, special educational needs, adapted physical education, pedagogical conditions, motor development, physical activity, social adaptation.

## **Introduction**

### **Аннотация.**

В данной статье рассматриваются педагогические условия проведения занятий по лёгкой атлетике с детьми с особыми образовательными потребностями в инклюзивной образовательной среде. Подчеркивается, что лёгкая атлетика как одно из наиболее доступных и гибких направлений физического воспитания может выступать не только средством развития двигательных способностей, но и эффективным педагогическим инструментом социальной адаптации, эмоциональной устойчивости, уверенности в себе и коммуникативной активности. В статье анализируется значение дифференцированного обучения, индивидуализации физической нагрузки, безопасной организации упражнений, психологической поддержки, а также сотрудничества между учителями физической культуры, специальными педагогами, психологами, родителями и медицинскими специалистами. Особое внимание уделяется адаптации беговых, прыжковых, метательных, эстафетных и координационных упражнений с учётом функциональных возможностей и образовательных потребностей детей. Исследование показывает, что инклюзивные занятия лёгкой атлетикой должны основываться на принципах доступности, постепенного усложнения, эмоционального поощрения, взаимодействия со сверстниками и уважения индивидуальных различий. Делается вывод о том, что эффективность занятий лёгкой атлетикой для детей с особыми образовательными потребностями зависит от создания поддерживающей педагогической среды, профессиональной компетентности педагога, применения адаптированных методов и систематического мониторинга физического и социального развития обучающихся.

**Ключевые слова:** инклюзивное образование, лёгкая атлетика, особые образовательные потребности, адаптивное физическое воспитание, педагогические условия, двигательное развитие, физическая активность, социальная адаптация

## **Introduction**

Inclusive education in sport is one of the important directions of modern pedagogical practice, because it creates conditions for the participation of

children with different physical, sensory, intellectual, emotional, and social characteristics in a common educational process. In this context, athletics occupies a special place, since its content includes natural motor actions such as walking, running, jumping, throwing, balance, coordination, and relay interaction. These movements are close to the everyday motor experience of children and can be adapted to different levels of functional readiness. Therefore, athletics classes may become an effective means of physical development, social inclusion, emotional support, and personal self-realization for children with special educational needs.

The relevance of this topic is determined by the need to create a safe, accessible, and pedagogically justified system of physical education in which every child can participate according to individual abilities. Children with special educational needs often face barriers connected with movement limitations, low self-confidence, insufficient social interaction, fear of failure, and the absence of adapted teaching methods. In traditional physical education lessons, such children may remain passive observers or perform simplified tasks without real participation in the common activity. This situation reduces the educational potential of sport and contradicts the principles of inclusive education. For this reason, the teacher must not only organize physical exercises, but also create pedagogical conditions that support involvement, motivation, cooperation, and gradual progress.

Athletics provides wide opportunities for inclusive practice because each exercise can be modified by changing distance, tempo, duration, equipment, rules, assistance, space, and the form of assessment. For example, running activities may be transformed into walking, short-distance movement, assisted running, rhythmical steps, or relay tasks with peer support. Jumping exercises may be adapted through reduced height, soft landing zones, visual marks, or alternative coordination tasks. Throwing exercises may be performed with lighter objects, larger targets, shorter distances, or simplified movement patterns. Such flexibility allows the teacher to preserve the educational meaning of athletics while making the activity accessible to children with different needs.

The effectiveness of athletics classes in an inclusive environment depends on several interconnected pedagogical conditions. These include individual diagnosis of children's abilities, differentiated planning of physical load, safe organization of the lesson space, emotional encouragement, cooperative forms of

work, and systematic interaction between teachers, parents, psychologists, special educators, and medical specialists. The teacher should understand that inclusion is not limited to the physical presence of a child in the lesson. True inclusion means active participation, positive communication, recognition of personal progress, and the formation of a sense of belonging to the group.

In pedagogical universities, the study of this problem is especially significant because future teachers must be prepared to work with diverse groups of learners. Inclusive education in sport requires professional competence, methodological flexibility, empathy, and the ability to design adapted physical activities without reducing the dignity and educational rights of the child. Thus, the analysis of pedagogical conditions for conducting athletics classes with children with special educational needs is important for improving the quality of physical education and for developing a humane, accessible, and socially oriented educational environment.

### **Methods**

The methodological basis of the study is formed by a pedagogical analysis of the conditions necessary for organizing athletics classes with children with special educational needs in an inclusive educational environment. The research approach is based on the idea that physical education should not be limited to the development of motor skills only, but should also support social participation, emotional stability, communication, self-confidence, and the formation of positive experience in joint activity. Therefore, the study considers athletics classes as a complex pedagogical process in which physical, psychological, social, and organizational factors are closely interconnected.

The research method includes theoretical analysis of scientific and methodological literature related to inclusive education, adapted physical education, athletics teaching methodology, differentiated instruction, and the development of children with special educational needs. This analysis made it possible to identify the main principles that should guide the teacher when planning athletics classes. These principles include accessibility, safety, individualization, gradual increase of physical load, emotional support, cooperation, and evaluation of personal progress. Special attention was paid to the need to adapt the content of athletics exercises without excluding children from common group activity.

An important methodological component of the study is the pedagogical observation of children's participation in athletics-related activities. Observation allows the teacher to identify the level of motor readiness, coordination, endurance, reaction to physical load, emotional state, communication with peers, and ability to follow instructions. In inclusive practice, such observation should be continuous, because the child's condition, motivation, and participation may change depending on the complexity of the task, the organization of the lesson, the level of peer support, and the emotional atmosphere. The teacher must record not only physical results, but also signs of confidence, independence, cooperation, and willingness to participate.

The study also relies on the method of pedagogical modeling. This method helps to design adapted athletics classes by taking into account the needs of children with different functional abilities. The model of the lesson includes preparatory, main, and final stages, but each stage should be flexible and variable. During the preparatory stage, the teacher organizes simple warm-up movements, breathing exercises, rhythmical walking, and coordination tasks. In the main stage, running, jumping, throwing, relay, and balance exercises are selected according to individual opportunities. In the final stage, relaxation, reflection, calm walking, and positive feedback are used to support emotional comfort and restore the organism after physical activity.

Differentiation is considered one of the central methodological tools of the study. It is implemented through the adaptation of distance, speed, number of repetitions, equipment, rules, time, and level of assistance. For example, the same running task may be performed as short running, walking, assisted movement, or movement between visual markers. Throwing tasks may be adapted by using light balls, large targets, short distances, or partner support. This approach allows all children to participate in one educational activity while performing tasks at an accessible level.

The methodological framework also includes cooperation with specialists and parents. Information from psychologists, special educators, medical workers, and families helps the teacher correctly determine physical load, avoid risks, and choose suitable forms of support. Thus, the methods of the study are directed not only toward analyzing athletics exercises, but also toward understanding the whole system of pedagogical conditions that make inclusive physical education effective, safe, and personally meaningful for every child.

## **Results.**

The results of the study show that the effectiveness of athletics classes with children with special educational needs depends primarily on the quality of pedagogical adaptation and the ability of the teacher to create an environment in which each child feels safe, accepted, and involved. When athletics exercises are organized according to the principles of accessibility, gradual progression, and differentiated support, children demonstrate more active participation, greater confidence in movement, and a more positive attitude toward physical education. The practical value of athletics lies in the fact that its basic elements can be easily modified without losing their educational purpose. Running, walking, jumping, throwing, relay, and coordination tasks can be adapted to different levels of physical readiness and functional possibilities.

The analysis indicates that children with special educational needs respond positively to tasks that are clearly explained, visually supported, emotionally encouraging, and connected with achievable goals. In such conditions, even children who initially show uncertainty or passive behavior become more willing to participate in group activity. The use of short distances, soft equipment, visual markers, simplified rules, and peer assistance helps reduce anxiety and makes the lesson more understandable. As a result, children begin to perceive athletics not as a competitive and difficult activity, but as a form of personal progress, cooperation, and self-expression.

One of the important results is the improvement of motor activity through adapted athletics exercises. Regular participation in running and walking tasks contributes to the development of endurance, rhythm, spatial orientation, and general coordination. Jumping exercises, when performed with safe landing areas and reduced complexity, support balance, leg strength, and confidence in body control. Throwing exercises with light objects and large targets develop hand-eye coordination, accuracy, and concentration. Relay activities are especially effective for the development of communication and cooperation, because they encourage children to wait for their turn, support peers, follow simple rules, and feel themselves as members of a team.

The study also shows that emotional and social outcomes are no less significant than physical results. Children who take part in adapted athletics activities more often demonstrate positive emotional reactions, greater independence, and increased readiness to communicate with classmates. The atmosphere of support

and recognition of individual progress reduces the fear of failure. When the teacher evaluates not only speed, distance, or technical correctness, but also effort, participation, improvement, and cooperation, children become more motivated and open to further activity. This is especially important in inclusive education, where the main task is not to compare children with each other, but to create conditions for the development of each learner.

Another significant result is the confirmation of the teacher's central role in organizing inclusive athletics classes. The teacher must be able to diagnose the abilities of children, plan differentiated tasks, regulate physical load, prevent overload, and maintain a positive psychological climate. The effectiveness of classes increases when the teacher cooperates with parents, psychologists, special educators, and medical specialists. Such cooperation helps to select appropriate exercises, avoid health risks, and ensure continuity between school, family, and individual support.

The results demonstrate that athletics classes can become an effective pedagogical tool for inclusive education when they are based on flexibility, safety, respect for individual differences, and systematic monitoring of development. In this case, athletics contributes not only to physical development, but also to the formation of confidence, social interaction, emotional stability, and active participation in the educational community.

## **Discussion**

The organization of athletics classes for children with special educational needs in an inclusive environment requires a broader pedagogical understanding than the traditional approach to physical education. In ordinary practice, athletics is often associated with speed, strength, endurance, measurable results, and competition. However, in inclusive education, the meaning of athletics should be expanded. It becomes not only a system of motor exercises, but also a means of developing participation, confidence, social interaction, self-regulation, and respect for individual differences. Therefore, the teacher's task is not to lower the importance of physical activity, but to transform its content in such a way that every child can experience success and progress.

The discussion of the results shows that the main condition for effective inclusive athletics classes is the correct balance between adaptation and educational challenge. If the tasks are too simple, children do not develop their abilities and

may lose interest. If the tasks are too difficult, they may experience anxiety, fear of failure, or physical overload. For this reason, the teacher should carefully regulate the level of complexity, gradually increasing distance, tempo, number of repetitions, coordination requirements, and independence. This gradual progression allows children to develop physical qualities without psychological pressure and without exclusion from the common lesson structure.

Another important aspect is the transformation of assessment. In inclusive athletics, the teacher should avoid excessive comparison between children, because such comparison may strengthen inequality and reduce motivation. Assessment should be based on individual progress, effort, participation, ability to follow instructions, cooperation with peers, and improvement of motor actions. For example, a child's success may be expressed not only in running faster or jumping farther, but also in completing a task independently, overcoming hesitation, maintaining balance, participating in a relay, or supporting a classmate. Such an approach creates a more humane and pedagogically correct system of evaluation.

The emotional climate of the lesson plays a decisive role. Children with special educational needs may be sensitive to criticism, noise, sudden changes, complex instructions, or competitive pressure. Therefore, the teacher should use clear explanations, calm communication, visual support, positive reinforcement, and predictable lesson structure. A stable and supportive atmosphere helps children understand what is expected from them and reduces emotional tension. At the same time, peer interaction should be organized carefully. Cooperation in pairs, small groups, and relay activities can strengthen social inclusion, but only if classmates understand the value of mutual support and respect.

The professional competence of the teacher is also a key factor. Inclusive athletics classes require knowledge of adapted physical education, age characteristics, types of special educational needs, safety rules, and methods of differentiated instruction. The teacher must be able to observe children's condition, notice signs of fatigue, adapt exercises quickly, and communicate with specialists and parents. This confirms the importance of preparing future teachers in pedagogical universities for real inclusive practice, where methodological flexibility and empathy are as important as subject knowledge.

Thus, athletics can be considered one of the most effective areas of inclusive physical education when it is organized on the basis of accessibility, safety,

individualization, cooperation, and positive pedagogical support. Its value lies in the fact that simple motor actions may become a powerful means of physical development, social participation, and personal growth for children with special educational needs.

## **Conclusion**

The analysis of pedagogical conditions for conducting athletics classes with children with special educational needs shows that inclusive physical education becomes effective only when it is organized as a flexible, safe, and personally oriented pedagogical process. Athletics has significant educational potential because its basic movements are natural, understandable, and adaptable to different levels of physical, sensory, intellectual, and emotional development. Walking, running, jumping, throwing, relay tasks, rhythmical exercises, and coordination activities can be modified according to the abilities of each child while preserving participation in common group work. This makes athletics one of the most accessible areas of inclusive sport education.

The main pedagogical condition is the creation of an environment in which every child feels accepted, protected, and capable of achieving progress. Inclusion should not be understood only as the physical presence of children with special educational needs in the same lesson with their peers. Real inclusion means active involvement, emotional comfort, meaningful participation, communication, and recognition of individual achievements. For this reason, the teacher must plan lessons in such a way that all children can perform tasks at an appropriate level, receive support, interact with classmates, and experience success.

Differentiation and individualization are essential for the effective organization of athletics classes. The teacher should adapt distance, speed, number of repetitions, equipment, rules, time, space, and the level of assistance. Such adaptation allows children to avoid overload and fear of failure, while still developing endurance, coordination, strength, balance, accuracy, and confidence in movement. At the same time, adaptation should not reduce the educational value of the lesson. The child should not be isolated from group activity or given tasks that are formally easy but pedagogically meaningless. The most effective approach is to create several levels of complexity within one common exercise. Safety is another important condition. Children with special educational needs may require special attention to physical load, emotional reactions, fatigue,

coordination difficulties, or medical restrictions. Therefore, the teacher must organize the lesson space carefully, use safe equipment, provide clear instructions, and monitor the condition of each child throughout the activity. Cooperation with parents, psychologists, special educators, and medical workers increases the quality of planning and helps prevent possible risks.

The study also confirms that athletics classes influence not only physical development, but also social and emotional growth. Through adapted exercises, children learn to cooperate, follow rules, support peers, overcome hesitation, and trust their own abilities. Positive feedback and assessment based on individual progress strengthen motivation and reduce the negative effects of comparison. Thus, athletics becomes a means of developing self-confidence, communication, independence, and belonging to the educational community.

In conclusion, pedagogical conditions for inclusive athletics classes include accessibility, safety, differentiation, emotional support, cooperation, professional competence of the teacher, and systematic monitoring of development. When these conditions are implemented consistently, athletics becomes an effective tool for the physical, social, and personal development of children with special educational needs.

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