

University of Pécs
„Education and Society”
Pedagogical Doctoral School



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The practicality of integrated education in school physical education
/Chances, possibilities/

Doctoral (Ph.D) dissertation's theses

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„To undertake something new is always a risky task. You have to reckon with the lack of comprehension, with the aversion towards unknown, with the indifference of those who affection for the usual... there were people, who taking these risks, because they believe that this new what they undertake is useful and good, carry the cause more forward. I believed in this, and I make sure of the professional modernity of the cause the clear clean honesty of those who enthusiastic of this cause.”

Gyuláné Illés

Introduction

In a society, where the connections between different groups are weak, or there are no connections, alone the nation become crumbling (G. Kertesi – G. Kézdi, 2009). According to Gábor Kézdi the surveys in international levels proved, that Hungary is one of the countries in the world where in school and in class levels students who learn easily and students who learn harder separated mostly from each other (PISA examination about segregation, 2005). In the school every future adult member of the society can obtain direct experience in community about people who live different, but the separation in the school undermine the chance of gain experience. The consequence of segregation in the school also can be the low standard education.

To adapting successful to the society it's considerably determining and creates to have the chances, the equal opportunities. In the school the particular student claims, the different abilities and the new situations because of individual conditions, or the solving of these situations put the participants of the public education in a hard position. The question arise rightly, that the present available devices, pedagogical procedures and methods can provide the individual learning ways, can handle the particular educational claims so that those don't lead to failure and to conflict situations.

Integration, reception, acceptance and the application and initiation of equal opportunities are considerably influenced the quality of education. That is indisputable, that in this theme the social claims and the requirement from outside towards education (EU membership) are urge the present educational process, structure to do changing in any case. We couldn't leave the alternative pedagogical initiatives and solving suggestions out of consideration. The developed European countries handle the problem of alternativity openly, because they think that with this new pedagogical approach the quality of education and the practicability will be considerably better. The pedagogy which formed in accordance of the individual claims is improving the differences between the chances. Today the ensure of the equal opportunities become a clear question of the quality education, in consequence of this one of the focal points of the educational policy will be the equalization of the social disadvantage, the ensure of equal chances in connected education.

It's important that people who get over changes, developmental legging behind, and social leave out must live whole life in accordance with their own conditions. It's contributed considerably with the delight which connected with exercises, games and sports. Károlyné Jamza's words (FPPI, 2010) supported this with national and international examinations, that the integration of handicapped, special educational needed students the most suitable possibility is sport. In this way in common performed motion contributed considerably to the development of tolerance, acceptance and equal treatment. It's sad – thinks the author – that the handicapped and healthy person learning together is not solvable in a lot of cases, but the coeducation is desirable for both sides. The motions, the competitions have a very positive effectiveness on relationships with others, ensure the experiences, and give success in the development of abilities. Motional actions, higher-level sport activities can give back efficiency, self-confidence, can ensure mental balance and real sense of achievement (Gy. Prisztóka, 1998).

1. The structure of the dissertation

In my dissertation's summary I try to compilation the unities to specify from every aspect the topic of integration. After the opening lines we can read about the connection system between school and society, the history of the judgement of deficiency. The task shown widely to the

reader the national and international position and actual problem of the integration. We can read detailed thoroughness the term system: from legal, objective and subjective approach.

The task proves with the presentation and lifting out of the integrated educations law that we talk about an exact and for clearly definite process. The national examinations what I shown in my dissertation are confirmed the conclusions what I done with my examination. The task deal with the pedagogy of coeducation, of that importance. Important and emphasize importance that unity where I shown the national and international examination. The interviews and opinions from internet prove or disprove the practicality of the common P.E. lessons between handicapped and healthy children.

The task mentioned the theoretical and practical possibilities what we can use in higher education, which we can use to teach integration, adaptive P.E. lessons in the P.E. teacher training. Connected to this we find the knowledge about the discrimination on a P.E. lesson and the cooperative learning-teaching model what we want.

I think the adaptive P.E. lesson is very important between handicapped and healthy children, because of this I suggest for the reader different lesson plans which suitable for different type of injuries.

2. The introduction of the research, research aims

The aim of my research was clearly to establish in my target group the level of knowledge about integration, to light up on the need of the change of the attitude and to have opinions from the improved people about the chances and practicability of the P.E. lessons between handicapped and healthy children.

Further aim was to form a methodology, which we can use to educate the handicapped and healthy children together on one P.E. lesson. Many Western European examples proved in practice that we talked about an executable task which contains attitude change, transformation of learning-teaching strategy and method, initiation of a modern educational method.

The task's further aim to present that how can the teachers who teach P.E. do positive effects on the motorium and on the cognitive development with exercises between handicapped and healthy children with the use of their applied method effectively, with new procedures, with cooperative learning-teaching methods, with flexibility application and interpretation of the central regulations.

2.1 Hypotheses

- 1, Spain and Austria have different attitude in integrated education like Hungary.
- 2, The knowledge of the concept, content and interpretation of integration is different in every group, because of this the judgement of integration couldn't be consistent. In the knowledge of concept I'm certain that there will be definitions which want exact explanation, interpretation.
- 3, The knowledge of law regulation about integrated education is defective in every group.
- 4, Healthy people are less sensitive in problems which belong to the handicapped people.
- 5, In receiver (integrator) schools it's expect to teach handicapped and healthy children together on P.E. lessons. I can imagine that the teachers and students knowledge level is enough to undertake integrated education.
- 6, In Hungary it's not spreader that handicapped sport specialists, coaches worked in sport. There are parasports where handicapped people knows better the sport specifics, training

methods, physiological changes, the little moves in the preparation of a handicapped sportsman like a normal coach. The participants in parasport need special sport coaches, so I supposed that the people who we asked will receive the handicapped people in the sport coach training.

7, On the basis of the opinion of the students and parents the teachers who teach P.E. will be able to realize integrated education. If the respondents recognize the professional knowledge of the teachers, than this kind of educational form won't be a problem for the P.E. teachers. In the answers of the teachers it will presence that there will be no reservation because of common P.E. lessons from the parents and students.

8, The respondent parents and students will think that the integrated P.E. lessons will have positive manifestation, and they will think that this educational form is good.

9, The parents will write down problem solving chances and recommendations about handicapped children in the schools, in which be a big role of the deficiency and availableness of school material, personal and financial conditions.

3. Material and method

3.1 Examination model

3.1.1 Hungary

Settlements which were involved: Ajka, Albertirsa, Balatonkeresztúr, Balatonlelle, Barcs, Budapest, Bóly, Dorog, Egerág, Esztergom, Jászszentlászló, Kaposvár, Kiskunhalas, Kecskemét, Kémes, Madocsa, Marcali, Magyarszékely, Magyarszerdahely, Mecseknádasd, Nagykanizsa, Paks, Pápa, Perkáta, Pilismarót, Pécs, Sárbogárd, Sárszentmiklós, Sopron, Szeged, Szentes, Szekszárd, Székesfehérvár, Szombathely, Tát, Vonyarcvashegy.

Participants	Number of the participants	Time of examination
Faculty of Science Institute of Physical Education and Sport Science students	normal Bsc 314 person 184 person 498 person	2005 - 2009.
Teachers who teach P.E.	P.E. teachers Primary school teachers 291 person 182 person 473 person	2005 - 2009.
Parents (from Hungary)	under 40 years above 40 years 306 person 491 person 797 person	2005 - 2009.
Students (from Hungary, class 7-12)	7-8. class 9-12 class 765 person 972 person 1737 person	2005 - 2009.

Altogether 3505 person

3.1.2 Foreign countries

Graz-Ausztria:

Rule of the participants	Number of the participants
Handicapped adults	63
Healthy adults	94

Universidad de La Coruña, Bastiageiro, Galicia, Colegio la Grande Obra de Atocha, Spanyolország, La Coruna):

Rule of the participants	Number of the participants
Students (12-14 years)	72
Parents (30-45 years)	57
Teachers	24
University students	160

3.2. Methods

3.2.1 Questionnaire survey

In the task I used a form which questions I put together, expressly in connection with P.E. lessons, integrated P.E. lessons. I used open and close questions. I edited open, explanatory questions just in the parent's questionnaire. Every group and sub-group filled different questionnaire. We can divide the questions into different groups:

- concepts and knowledge about law regulation in the topic;
- examination of the attitude in integrated P.E. lesson;
- other examined groups supposed opinion about integrated P.E. lessons;
- opinions about integrated P.E. lessons;
- suggestion of problem solving (just for parents).

The filling of the test questionnaire happened in Pécs with request of the aim groups (30 questionnaires per group).

3.2.2 Interviews

For the sake of authentic view I interviewed P.E. teachers, handicapped and healthy children, parents to whom child participant in integrated education about common P.E. lessons and exercises. With the pictures I used in the interviews and with the honest answers I tried to light up the difficulties, problems in this process, or those advantages and positive pedagogical affects which typical of the common exercises between handicapped and healthy children.

3.3 The processing method of the data's

I started the processing method with a simple mathematical statistics, than I edited into chart with suitable codes in Microsoft Excel. The finishing of charts and diagrams I used the SPSS 13 and SPSS 15 statistics program. I collected, separated into groups and systematized the answers of the open questions. I edited the concept interpretation into chart with simple mathematical percentage calculation. In a few questions what I choose before I used the Pearson kind correlation factor (Chi-square test), in the interest of finding significant differences.

4. Results, conclusions

1, Students approach in the primary schools is better in this topic than students in high schools.

- 2, Parents attitude who are older than 40 is supportable about the common P.E. lessons between handicapped and healthy children than the younger parents attitude.
- 3, In connection with presenting an integrated P.E. lesson the teachers opinion is essential worst than other respondent groups.
- 4, From the teachers who teach P.E., the primary school teachers approach is more positive and better than the teachers.
- 5, Teachers with P.E. teacher degree want the special further trainings less.
- 6, Teachers who work in sport said that handicapped people couldn't get into sport specific trainings.
- 7, In the university those students approach who learn about integration and about adaptive P.E. lesson is much better than their active worker colleagues.
- 8, The examination which we do in the two foreign countries showed that their social approach is on a higher level.

5, Summary

In summary it can be said, that the examination gave us lots of practical and theoretical experiences. It's determining new tasks and research aims beside the establishing and conclusions. I think it's precious how it showed the present situation, status of the integration in connection with the P.E. teaching. We have to leave from this established level with the determination and have to begin to realize our further tasks. If in P.E. it will start and it will be successful to realize this serious task, the judgement considering to the other subjects will be better in between the participant of the public education. With this the P.E. teachers acknowledge place and importance, like other well known subject teachers can be better essentially. The examination proved, that the respondents possess with positive approach and they influence each other when they give it. Connected with the result of the examination, in the dissertation everyone can find P.E. lesson plans which can be use in daily life so these are giving some help for the teachers.

6, Other examination possibilities

- the extend of the examination over Central and east Hungarian settlements.
- to examine the sub-groups with the use of attitude scale and cross variables.
- the extend of the examination over those who involved in nursery education.

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