

Football training as a method to improve the psycho-emotional state of schoolchildren with mental development impairments

YEVGENIY IMAS¹, OLGA BORYSOVA², IRYNA KOGUT³, YARMOLENKO MAKSYM⁴, VIKTOR IIMARYNYCH⁵, OLHA SHLONSKA⁶
^{1,2,3,4,5,6} National University of Ukraine on Physical Education and Sport, Kyiv, UKRAINE

Published online: March 30, 2018

(Accepted for publication January 05, 2018)

DOI:10.7752/jpes.2018.01003

Abstract:

The article presents the effectiveness assessment of the training activities programme material based on the author's programme of the Special Olympics Football. Positive changes in the psycho-emotional state of those engaged in football have been revealed. The data, obtained in the process of the pedagogical experiment, confirmed the effectiveness of the developed football training programme, since at the second stage of the consecutive experiment, there were significant differences ($p < 0.05$) in the psycho-emotional state of the above-mentioned category of persons. It was established that the issues of organizing and holding training sessions for people with similar problems should be controlled not only by checking the physical and technical preparedness level, but also by evaluating social skills and human relations as well as the psycho-emotional state level.

Key words: Special Olympics, football players with mental development deviations, training process, effectiveness, psycho-emotional state.

Introduction

Society humanization processes are rapidly developing in the modern world. Recently, the number of people, experiencing a universal interest in the problems of the least protected layers of population has been increasing (I. A.Kogut, M. A. Yarmolenko, 2016; S. F.Matvieiev, M. A.Yarmolenko, E. V. Goncharenko,2015; I. O.Kohut, M. A.Iarmolenko, 2015;E.V.Imas, O.V.Borisova,2016). Among them are persons with disabilities, in particular with deviations in mental development. Each year their number is growing.

Adaptive sports are among the effective means of social integration of these individuals. Their conceptual idea is the integration of people with disabilities into society through training and competitive activities (V. M.Kostiukevych, 2014; N. L. Litosh, Ye. P. Parygin, 2010; S. F.Matvieiev, M. A.Yarmolenko, E. V. Goncharenko, 2015; D. Ye. Nikiforov, 2012; L. V.Shapkova, 2009; E. V. Imas, O. V. Borisova, 2016; I. O.Kogut, E. V.Goncharenko, 2010; D. Zwolinska, R.Podstawski, D.Nowosielska-Swadzba, M.Jendrysek, 2015). The broad-scale growth of modern adaptive sports for individuals with deviations in mental development is supported by the International Organization of Special Olympics.

The data of numerous research works (O. O.Pavlos, 2014; A. V.Perederiy, I. V. Gabrylchuk, 2013; M. A.Yarmolenko, 2016; M. A.Yarmolenko, E. V. Goncharenko, S. F. Matvieiev, 2015) indicate that football is one of the most popular Special Olympics sports in the world and in Ukraine. Analysis of research papers (E. V.Imas, O. V.Borysova, O. L.Shlonska, I. O.Kogut, V. L.Marinich, V. M.Kostyukevich, 2017; O. V.Borysova, I. O. Kogut, M. A.Yarmolenko, 2017; I. A.Kogut, M. A.Yarmolenko, 2016; P. Yu.Koroliy,2009; coaching that Inspires : [Electronic resource], 2009) showed that few of them are devoted to improving the process of training individuals belonging to this particular nosological group, which requires the development of new innovative approaches aimed at organizing training activities for the above mentioned group. After analyzing the available scientific and methodological literature, it can be stated that today studying the organizational and methodical aspects of the training process, involving the Special Olympics athletes, is a question of present interest. There is a number of works that are devoted to studying the influence of inclusive football trainings on physical development (O. V.Borysova, I. O. Kogut,M. A. Yarmolenko, 2017; I. A.Kogut, M. A. Yarmolenko, 2016; M. A. Yarmolenko, S. F.Matvieiev, I. O.Kogut, Ye. V.Goncharenko, 2016; O. O. Pavlos, 2014; A. V.Perederiy, I. V.Gabrylchuk, 2013)and the socio-psychological adaptation of those teaching and training persons with deviations in mental development (O. V.Borysova, I. O.Kogut, M. A.Yarmolenko, 2017; N. L. Litosh, Ye. P. Parygin, 2010). There are also research papers dealing with the methodological aspects of the training activities involving football players at the age of 15–17 with deviations in mental development (P. Yu. Koroliy, 2009). But the analysis revealed no works devoted to the problems of training athletes for the Special Olympics, taking into account the individual characteristics of this nosological group, such as the degree of deviations in mental development and the specifics of diseases commonly found in the group. Whereas, these facts urge the need for research on improving the training process of the Special Olympics footballers.

Materials and methods

The analysis of scientific and methodological literature, synthesis, abstraction, generalization, analogy, questioning (conversation), pedagogical testing, pedagogical experiment, methods of mathematical statistics.

The training programme, developed for the Special Olympics football, was tested in the process of training those, who had been taught for 8 years and had different degrees of mental development deviations. This project was implemented on the basis of the specialized boarding school № 15 in Kiev. 18 persons with light, moderate and heavy degrees of mental development deviations, who had never been engaged in football previously, took part in the experiment. The athletes were divided into groups of 6 people according to the degrees of their mental development deviations. The duration of the consecutive experiment was four months (2 stages, each of 8 weeks). At the first stage, the training process was organized according to the existing program of adapted physical education for children with mental development deviations. Students were engaged in physical therapy and physical education in the framework of the program. At the second stage, training sessions were held according to the developed 8-weeks Special Olympics Football Training Programme and the persons with mental development deviations, engaged in the programme, should master the basic technical and tactical elements of football game during this period of time. The effectiveness assessment of the training activities programme material is based on criteria of psycho-emotional state according to the methodology of A. Lutoshkin, developed for people with mental development deviations.

Results

In the course of study process, the psycho-emotional state of football players with light (picture 1), moderate (picture 2) and heavy (picture 3) degrees of mental development deviations was determined before and after each training session during 16 weeks. During the first eight weeks, the psycho-emotional state of those engaged in the existing program of adapted physical education for the given nosological group was recorded, and during the second eight weeks the similar indicators of those engaged in the author's Special Olympics Football Training Programme were obtained.

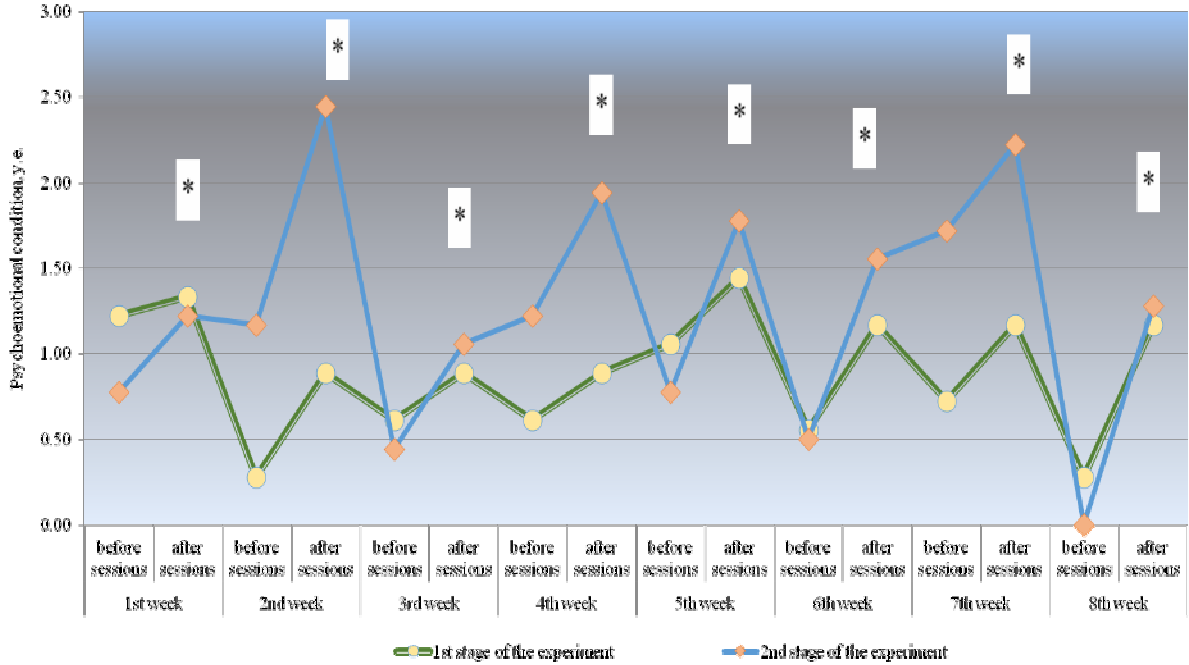
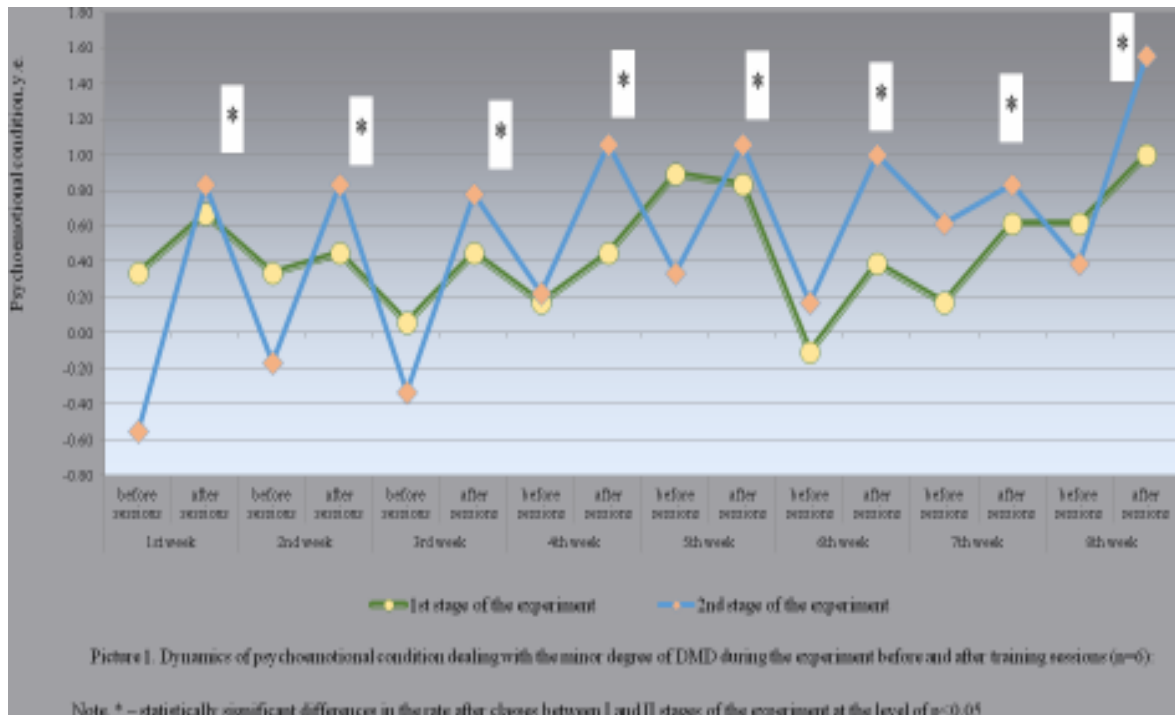
Evaluation was carried out according to the methodology of A. Lutoshkin. Individuals with this pathology, who participated in the programme, had to choose a card with one of the colors that corresponded to their psycho-emotional state.

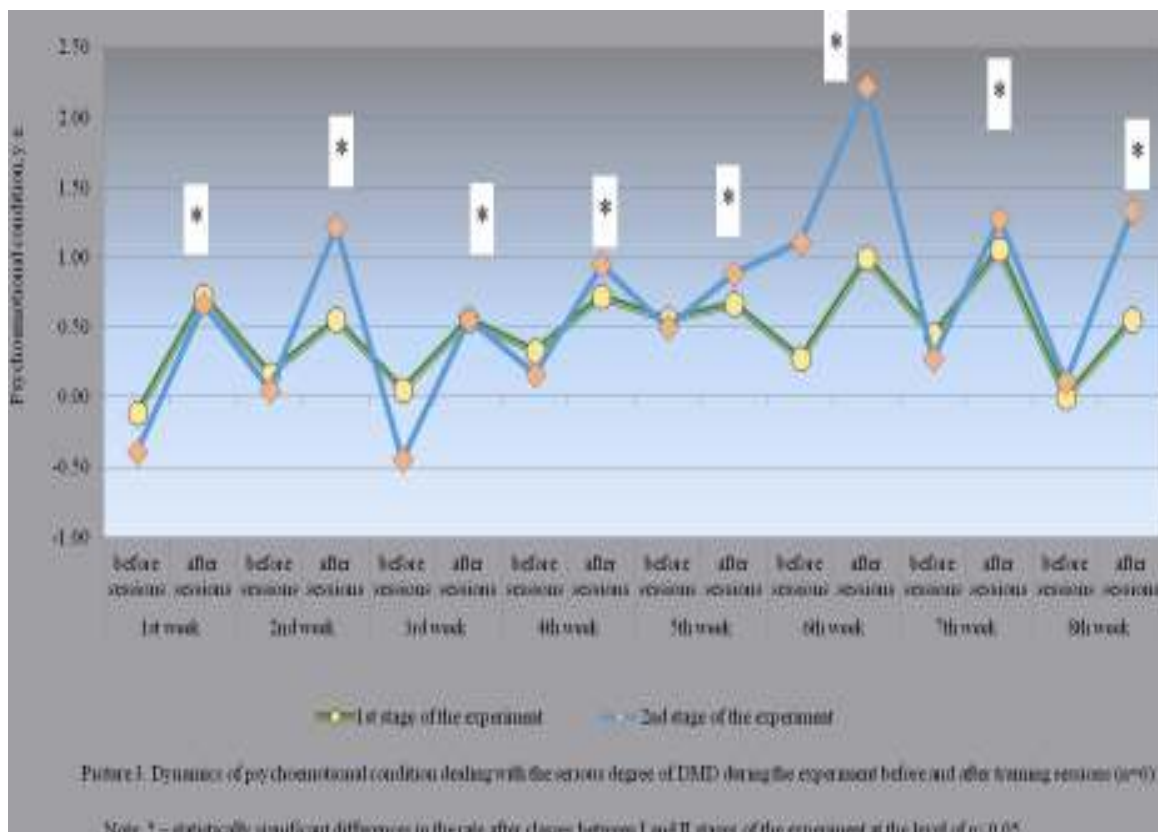
The psycho-emotional state level indicators of the individuals with mental development deviations after holding training sessions during the second period of the pedagogical experiment significantly differ from the similar indicators of the first period in all three groups. The results of the experiment confirm the effectiveness of The Special Olympics Football Training Programme, implemented in the training process, as 3 test groups demonstrated a positive dynamics in the psycho-emotional state after training sessions during all eight weeks. The constructed graph shows the general picture of the engaged persons' psycho-emotional state during each training week. Besides, this methodology makes it possible to establish the emotional background of a group of people with the same diseases or to use it individually. The course of research revealed a visible contrast between the psycho-emotional states before and after the training sessions, which is related to external and internal factors affecting the mood and activity of individuals with mental development deviations. The comparative analysis of the dynamics in the psycho-emotional state of persons with a light degree of mental development deviations shows the most significant increase during the first (+1.39 points), the second (+1.00 points), the third (+1.11 points) and the eighth (+1.17) point) weeks of the second stage of the experiment (picture 1).

At the current stage of the experiment, those with a moderate degree of mental development deviations also demonstrated significant differences in the process of psycho-emotional state improving during the second (+ 1.28 points), the fifth (+ 1.00 points), the sixth (+ 1.06 points) and the eighth (+1,28 points) weeks (picture 2). Persons with a heavy degree of mental development deviations demonstrated the most significant improvement of the psycho-emotional state during the first (+ 1.28 points), the second (+ 1.17 points), the third (+1.00 points), the sixth (+ 1.11 points), the seventh (+ 1.00 points) and the eighth (+ 1.22 points) weeks of the second stage of the experiment (picture 3).

The data analysis made it possible to identify general methods of improving the psycho-emotional state of persons with mental development deviations. They include organizing training sessions in a game form; engaging healthy persons of the same age in the training process; using encouragement, praise, creating motivation and other methods of pedagogical influence on the individual. At the same time, the change in the emotional state of the people with a light degree of mental development deviations was insignificant during the seventh week (+0.22 points) of the experiment. This is due to realizing control tests aimed at assessing the skills needed to master technical and tactical elements of the football game and competition rules, as well as to solve the emerged small conflict situations between the participants in the training process. Thus, it should be taken into consideration that the rational construction of the training process not only positively influences the development of physical skills and the improvement of the sportsmanship level but it also increases one's own

dignity, importance, self-esteem and state of mind as it is noted by the Special Olympics coaches. And this leads to faster and better social integration of such individuals.





Discussion

The analysis of the leading foreign sources of literature showed (C. Sherrill, 2013; D. Zwolinska, R. Podstawski, D. Nowosielska-Swadzba, M. Jendrysek, 2015) that competitions and training sessions for people with disabilities, including mental development deviations, are considered as a means of social integration and adaptation in society. This approach makes it possible for a coach to concentrate his efforts not on achieving the maximum result, but on creating a positive microclimate in the team, which contributes to a deeper socialization of those involved.

The results of our research and the best experience in training athletes for the Special Olympics demonstrate that participation in football training sessions is an opportunity to find and expand social contacts. And physical exercises help to form a positive psycho-emotional state, promoting the motor memory formation, which makes these individuals free from social and household dependence, increases their physical efficiency and self-realization ability, defeating their fears and self-doubts. The international experience of working with the Special Olympics footballers proves the effectiveness of this approach, so it can be successfully used with a certain modification to work in our country.

Conclusions

The effectiveness of the developed Special Olympics Football Training Programme implementation into the process of training persons with different degrees of mental development deviations within the framework of a special correctional educational institution is proved by positive changes in the psycho-emotional state of those engaged in football.

The analysis of the psycho-emotional state of persons with light mental development deviations showed a high increase during the first (+1.39 points), the second (+1.00 points), the third (+1.11 points) and the eighth (+1.17 points) weeks at the second stage of the experiment. Besides, at this stage of the experiment persons with moderate mental development deviations showed a large increase in the psycho-emotional state during the second (+1.28 points), the fifth (+1.00 points), the sixth (+1.06 points) and the eighth (+1.28 points) weeks. The indicators of the psycho-emotional state of people with a heavy degree of mental development deviations significantly increased during the first (+1.28 points), the second (+1.17 points), the third (+1.00 points), the sixth (+1.11 points), the seventh (+1.00 points) and the eighth (+1.22 points) weeks at the second stage of the experiment.

The prospects for further research are related to development of a scientifically based long-term training system for the Special Olympics athletes, taking into account the degree of mental development deviations, specifics of the disease, the level of physical preparedness, social skills and relationships in the team.

Credit

The work was carried out in accordance with the thematic plan of the Ministry of Education and Science of Ukraine for 2016-2020 years on the topic 1.7 "Organizational and methodological basis for the development of adaptive sports" (state registration number 0116U001613).

References

- Borysova O. V., Kogut I. O., Yarmolenko M. A. (2017). Problematic Aspects of the Training Activities of Persons with Disabilities of Mental Development within the Special Olympics Movement. *Physical Culture, Sport and Health of the Nation*. (22), 509 – 512.
- Imas E. V., Borysova O. V., Shlonska O. L., Kogut I. O., Marinich V. L., Kostyukevich V. M. (2017) technical and tactical training of qualified volleyball players by improving attacking actions of player different roles. *Journal of Physical Education and Sport*. 17 (1), 441.
- Borysova O. V., Kogut I. O. Yarmolenko M. A. (2017). Effectiveness of the Author's Training Program on Football for Athletes in the Special Olympics. *Actual Problems of Physical Education and Methods of Sport Training*. (1), 22–27.
- Kogut I. A., Yarmolenko M. A. (2016). Rationalization of the Educational Training Process of Football Players in Special Olympics. *Theory and Methods of Physical Culture*. (3), 71–77.
- Kogut I. A., Yarmolenko M. A. (2016). Individualization of Educational Training Process of Athletes with Disabilities of Mental Development at the Stage of Initial Training (based on football). *Materials of the International Scientific Congress: "Sport. Olympism. Health"*, 230-235.
- Koroliov P. Yu. (2009). Social Adaptation of Persons with Intellectual Disabilities by means of Sports Gymnastics. *Autoref. of diss. of Cand. of Ped. Sciences : 13.00.04, Moskovskaya GAFK, Malakhovka*, 22.
- Kostiukevych V. M. (2014). Modeling of System of Preparing Athletes of High Qualification. *Physical Culture, Sport and Health of the Nation: collection of scientific papers*, (18), 147 – 153.
- Litosh N. L., Parygin Ye. P. (2010). Sports Training of Boys (11– 16 yearsold) with Intellectual Disabilities in Mini-football. *Adaptive Physical Culture*, (4), 45 – 47.
- Matvieiev S. F., Yarmolenko M. A., Goncharenko E. V. (2015). Actual Problems of Preparing Sportsmen-football Players for Special Olympics. *Theory and Methods of Physical Culture and Sport*, (4), 71 – 74.
- Yarmolenko M. A., Matvieiev S. F., Kogut I. O., Goncharenko Ye. V. (2016). Curriculum for Special Olympics in Football. *Kyiv, Tonar*, 109.
- Nikiforov D. Ye. (2012). Sports Preparation of Football Players (15-17 years old) with Intellectual Disabilities in a Specialized Institution. *Diss. of Cand. of Ped. Sciences : 13.00.04, Rus. State Soc. University, Moscow*, 139 p.
- Pavlos O. O. (2014). Results of Experimental Verification of the Author's Training Program in Basketball for Athletes with Intellectual Disabilities. *Young Sport Science of Ukraine : col. of scientific papers in the field of physical Education, sport and human health*, (1), 187 – 192.
- Perederiy A. V., Gabrylchuk I. V. (2013). Social Orientation of the System of Preparing Athletes at the Special Olympics. *Actual Problems of Physical Education, Rehabilitation, Sport and Tourism : V International Scient. Pract. Conf. : theses of reports*, 172 – 173.
- Shapkova L. V. (2009). Personal Methods of Adaptive Physical Culture. *Adaptive Phys. Culture, Moscow : Sov. Sport*, 608.
- Yarmolenko M. A. (2016). Methodical Peculiarities of Conducting Training Classes under the Programme of Special Olympics. *Scientific Journal of the Dragomanov*, (1), 94 – 98.
- Yarmolenko M. A., Goncharienko E. V., Matvieiev S. F. (2015). *Sport Publication of Prydniprovia*, (3), 175 – 179.
- Coaching that Inspires : [Electronic resource] // Be a Special Olympics Coach. – 2009. Access mode: <http://www.specialolympics.org/coaches.aspx> (Date of the application: 14.09.2017).
- Kohut I. O., Iarmolenko M. A. (2015). Social aspects of teaching and training Special Olympics football in Ukraine Slobozhanskyi herald of science and sport: [scientific and theoretical journal], (2), 72–77.
- Sherrill C. (2013). Young People with Disability in Physical Education/ Physical Activity/Sport In and Out of Schools. *Technical Report for the World Health Organization : ICSSPE [Electronic resource]*, access mode : <http://www.icsspe.org/portal/download/YOUNGPEOPLE.pdf>. (Date of the application: 15.04.2017).
- Imas E. V., Borisova O. V. (2016). Professional tennis: problems and development prospects. *Olympic literature*, 292.
- Kogut I. O., Goncharenko E. V. (2010). Unified gives us a chance. *An evaluation of Special Olympics Youth Unified Sports Programme in Europe/Eurasia, Ireland, University of Ulster*, 96.
- Zwolinska D., Podstawski R., Nowosielska-Swadzba D., Jendrysek M. (2015). Social support of mentalli retarded persons. *Pedagogy, psychology and medical-biological problems of physical education and sport*, (1), 78–84.