



Acciones metodológicas para contribuir al proceso de Educación Física Inclusiva: Una aproximación al tema [

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text (article)

Analítica

The inclusion of children with special educational needs in the schools of general teaching, it is a great challenge for the professionals of the education, in specific, those of the Physical Education; because for diverse reasons they have had insufficient methodological tools to carry out this process from the class of physical education in the primary teaching. The study that is presented has as objective to establish methodological actions to contribute to the process of Inclusive Physical Education in the primary schools of the Pinar del Río city. The use of theoretical methods as analysis-synthesis, inductive-deductive, historical-logical and empiric methods as the survey, the observation and the work with documents, allowed to verify the limitations in the inclusion degree of children with special educational needs, due to the poor characterization of the same ones and the establishment of didactic resources that facilitate their active participation, starting from adapting the instruction to the individual differences, the personal aptitudes and to the degree of personal autonomy. They were elaborated methodological actions that group for the type of special educational needs, then offering to the professor different indications in those that are kept either in mind pedagogic supports in the material, in the use of the space, in the motive tasks, in the explanation and demonstration of the physical-sport activity. It concludes exposing the importance of adjusting each one from the activities to the characteristics and each scholar's potentialities and the group in general, recommending their application to verify their effectiveness

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