

The Postulates of Vigotski and the Pedagogical Art in an Inclusive Physical Education

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Abstract: Currently, social awareness aimed at people with special educational needs associated or not with disabilities has gradually raised awareness, moving from a limited and protective vision to the possibility of improving their levels of education that lead to their social insertion with differentiated attention, but starting from its potential, taking into account its limitations and if it is possible to incorporate a general school so as not to slow down its development. Diversity in the school environment, inclusion in the class where the teacher's pedagogical art must respond and attend to the interests, motivations and concerns of each child, adolescent and young person, who also have different learning rhythms. Integration from Physical Education to promote total involvement in each of the class activities, where the real needs and possibilities of the students are met; action programs are designed that allow their participation with real possibilities of success and the ordinary curriculum is applied with the least significant possible curricular adaptations that favor their socialization and preparation for life. In Physical Education, the historical-cultural paradigm of L. S. Vigotsky is in force and his Postulates are an orientation tool for those who teach this subject; hence linking and relating both elements is the objective of this article. In conclusion, the need to take advantage of the opportunities offered by Vigotskian postulates on this subject to raise the cultural level of teachers and put them into practice in the pedagogical process is highlighted.

Keywords: Special Education, Physical Education, Lev S. Vigotski, Postulates

1. Introduction

The changes that occur worldwide in the different scenarios of social, economic, sports and cultural life require exclusive work strategies that revolutionize the psychopedagogical treatment offered to children and young people with special educational needs in the integrated school environment, in the practice of a Physical Education that begins with the exact analysis of its reality (diagnosis) and that incorporates theories that help transform and favor pedagogical practice, making it a social project that responds to these educational needs in an inclusive manner.

These theories must be references to contextualize, prioritize goals and purposes, plan actions, evaluate development and incorporate adjustments that allow overcoming the objectives, while accurate decisions can be made regarding the entire educational-training process of these people. that they need a differentiated treatment, but adapted to their real possibilities, avoiding as much as possible

that they move away from the objectives of the degree or age.

In this order, it is about analyzing a theory that defends a much more contextualized, individualized education and that preserves the idea that the pace of learning and the development of different skills is very diverse and does not follow the same pattern of age development.

Several studies have been carried out to conceptualize and apply some of the Vigotskian ideas in the field of education, examples of which are the works carried out by Álvarez [1] Bodrova and Leong [3], Stephen [7], Kozulin [9], and Daniels and Hedegaard [6], who have approached the subject from different angles, instruction, education, special educational needs and the family-school relationship, but always with the premise of Lev S. Vigotski that the good learning is that which anticipates development [12].

It is necessary in this article to emphasize the historical-cultural conception of LS Vigotski in special education, specifically in the area of School Physical Education where a large number of skills are provided that

are formed as true essential tools for the incorporation of these people to society, because as Chaves points out, for Vigotsky, education implies the potential development of the subject, the expression and the growth of human culture. [4]

According to the criteria offered by Cruz the cultural-historical terms are the most suitable to identify it because the social in Psychology already existed, since the emergence of environmentalist and socio-genetic positions. The inclusion of the social in the approach is not what characterizes it. Unlike other currents, the cultural is assumed as essential material to constitute the human psychological. Likewise, he writes that for Vigotsky the cultural in the human being is as natural as the biological and the historical Vigotsky conceived it in the ontogenetic, from the particular history of each person, but also in the phylogeny, that is, in the development past, current and present of the human being, it is Vigotsky who definitively includes time in the analysis of the psychological. [5]

Starting from the importance and validity of Vigotsky's postulates in current Physical Education that takes place in an integrated environment where children with certain limitations and others with normal development interact and coincide in the same class, the following scientific problem is formulated: How are Vigotsky's Postulates linked to inclusive Physical Education? From which the objective of the research is defined: Relate the Vigotskyan postulates with the pedagogical art of an inclusive Physical Education class.

The nature of the study stems from the need to achieve an integrated educational environment where Physical Education classes are offered with real curricula adapted to the educational needs of each child with certain limitations. Vigotsky's Postulates are therefore fundamental for the success of these classes, since they trace the path to follow and guide towards a differentiated education but based on its same principles and laws.

Based on the study carried out, school Physical Education professionals are offered a path or an effective way to channel their work based on the Vigotskyan historical cultural projection and the way of relating their pedagogical work with each one of its Postulates that govern Special Education in our country today.

A brief study on the purpose of Physical Education in the educational context highlights the criteria of Ríos, M. [10] who citing Piéron refers that the purposes of Physical Education have been expressed throughout history more recent in a non-specific way, quite far from scientific rigor. It has already been evidenced in the preceding historical journey, the aforementioned author refers, that educators have been the last to intervene in the matter, until then in the hands, first, of the military world and, later, of the field of medicine and hygiene.

For Vázquez, it is clear that these different points of view have enriched educational physical activity since it detects certain common points that, far from separating them, make it a basic subject for the psychomotor development of children and young people. And it points out these purposes in three fundamental areas:

1. The first purpose related to the development of physical capacities: development of the biological condition;
2. The second purpose related to the development of motor skills as a basic instrument for their adaptation to both the physical and social environment;
3. And the third purpose related to other areas of personality: cognitive, affective and moral-social. [11]

Of course, Physical Education also provides an effective response to the Special Needs that any person may present, since its objective is to adapt the activity to individual characteristics, identify and assess their potential to establish the guidelines for action that in turn are governed by the principles of normalization and school integration and complies, in the same way, with the purposes referred to above.

If we go then, to the importance of the Vigotskyan postulates, to the essence of their meaning for Physical Education, we see them as the precise and accurate orientation that within this area points to human development linked to the socio-historical-cultural context and to the processes of teaching-learning that are organized in schools, where psychomotor education is part of a relationship of help, which through motor actions allows them to access means that facilitate their personal growth in consequences with the environment that surrounds them, at the same time that activates the brain organization that feeds back and updates with motor actions, where we observe that psychomotor education as an important contribution to the general education of the child as well as therapeutic support for their social development.

Likewise, Bell refers that in special education in Cuba one can speak of Vigotskyan historical cultural projection that harmonically conforms the scientific-contemporary pillars of said special education and that has a finished psychological expression when approaching the historical-cultural phenomenon and a high level of philosophical maturity. [2]

Next, Vigotsky's Postulates are highlighted, their importance in the physical-educational environment and their perspective from Physical Education adapted and integrated into an inclusive general education.

2. Interactive Nature of Psychic Development, Its Social Determinism

The original and novel character of the Vigotskyan approach consists in granting, in this dialectical unit made up of the biological and the social, the role of conditions or premises for biological development, while social factors are considered as the source of development. consistent psychic, with the position of social determinism of psychic development, supported by the Vigotsky school. [2]

When analyzing the postulate, it is observed how Vigotsky encloses human development in a cultural environment that evolves in a historically conditioned biological process. Which indicates that the development of the subjects depends, to a great extent, on the social environment where they live

and systematically interact. This development occurs, thanks to all the activity carried out during the social process of education, in its broadest sense and not only to the one received in the school environment and Physical Education is logically included here.

It is clear then, that although the presence of biological factors can have a negative impact on the development of children with some special educational need, the determining influence of social factors and the incidence of Physical Education adapted to their needs, could be ways to overcome obstacles.

Understanding Physical Education from these supports, is to offer a social and interactive character associated with the environment where the child lives and develops, aspects that the teacher must take into account to offer a Physical Education that seeks learning to develop motor skills and abilities of children and young people, increasing their personal conditions for the acquisition of knowledge and favorable attitudes for the consolidation of systematic habits of physical practice, structuring curricula that are true guides of educational action, dependent on objectives derived from the historical pedagogical principle of the link between teaching and life.

3. Teaching Guides and Produces Psychic Development

With this second postulate, the importance of the intentional and properly organized action of teaching is recognized as a source that leads and guides development and there are also actions from the area of Physical Education with educational purposes. Vigotsky gives teaching a true prospective character, that is, he places it ahead of psychic development and details it as the main source that drives that development.

In this sense, the Physical Education class increases the psychomotor, cognitive and social possibilities of children and young people, it is today a compulsory discipline in education centers as part of a longitudinal curriculum. Similarly, when it is offered to people with special educational needs, it must be adapted to the characteristics of each case to promote adequate teaching and contribute to the development of the child from the classroom itself. This is the true role of the Physical Culture professional.

4. General Genetic Law of Psychic Development

For Vigotsky the genesis of psychic development is in social activity, he refers that any function in the cultural development of the child appears in two planes: first in the social (among people) and later in the psychological (within the child). The validity of this postulate for the Physical Education class generates new horizons for the work with children with some difference, where precisely the teacher must follow the psychic development of the infant from its

social origins to its individual fulfillment.

Therefore, it is up to that Physical Education teacher to start from a deep knowledge of their individual characteristics, the family and those of their environment, to form the bases in the elaboration of individual and collective intervention strategies, capable of satisfying at all times. the educational needs of each of their students. Their actions must go beyond the narrow scope of the class and broaden the horizon in such a way that it includes each space that surrounds the development of the child and reach there, inside, to favor teaching with accurate educational strategies emanating from their own development. psychic.

5. Dimension of Psychic Development: Zone of Proximal Development

As described above, Vigotsky emphasizes social factors as essential for enhancing psychic development and learning and conceived this development in two planes: the zone of current development (ZDA) and the zone of proximal development (ZPD).

In the Vigotskyan appreciation, the current development zone corresponds to what the child is capable of doing independently, while the level of guided development (ZPD) corresponds to what the child is not yet capable of doing alone, but with help, in collaboration with others [8].

Starting from this point of view, in Physical Education, a characterization is needed to know the real state of development of the students, highlighting those areas that demand a more precise intervention and that disrupt their true needs. One of the prioritized actions in this direction is related to the elevation of the functionality of the diagnosis, achieving its real qualitative, constructive approach, its orientation towards development potentialities and the satisfaction of educational needs.

Faced with these criteria, a Physical Education teacher capable of diagnosing at the starting point is needed to anticipate and treat all the negative contextual aspects that could hinder or inhibit the development of students, in such a way as to avoid those limitations in the activity and/or social restrictions that could be generated by said aspects, to take them with their systematic action to the desired state.

6. Sensitive Periods: Early Detection and Care

In this aspect Vigotsky recognizes the presence of certain sensitive periods (optimal) for the development of psychic functions and also points out that these periods are characterized by a high sensitivity of the child to the influence of social factors that benefit the effective formation of these functions.. He also refers that it is the period with the most value, thanks to all the content that is received for general development.

For Physical Education, these criteria are very eloquent, since they speak of certain sensitive periods in the education

of man and point to a marked plasticity of the brain in the first years of life, at the same time that they mean the importance of early detection and care of potentialities, strengths or special educational needs, in order to establish an adequate intervention and adapted curricula that allow reaching, overcoming or surpassing the proposed objectives.

7. Correction and Compensation

Vigotsky formulated a whole system of points of view and directions of work in this area, which are still valid. He outlined what for him constituted the central postulate of special pedagogy:

(...) Any defect originates stimuli for the formation of compensation. For this reason, the dynamic study of the child who presents deficiencies cannot be limited to determining the degree and severity of the insufficiency, but it indispensably includes the control of the compensation, substitution, edifying and balancing processes in the development and in the child's behavior. Bell et al. [2]

If an assessment of the previous quote is made, it can be seen how this theory is oriented towards the definition of those defects whose manifestations can be corrected once the child interacts with his environment and also alerts about another group of defects associated with the primary ones. which could be compensated with an adequate work strategy, where the Physical Education teacher intervenes directly.

Said teacher, whether from the special or general school, is committed to the formation of a person prepared to act and skilfully use his intellect and his hands, favoring his potentialities, based on a dynamic study of the child, which should not be limited to determination of the degree and severity of the insufficiency, but must include the control of compensation, substitution, building and balancing processes in the development and behavior of the child, with the establishment of specialized care with adapted curricula and offering the necessary supports.

8. Unity of the Affective and the Cognitive

The unquestionable relationship between the affective and the cognitive in the teaching-learning process is a principle of Education in Cuba. For Vigotsky this relationship is truly important for the intellectual development of people, he says that the first question that arises when talking about the link between thought and language is the relationship between intelligence and affection.

Vigotsky refers that the whole problem is that thought and affect represent the parts of a single whole, human consciousness; It also explains that the affective and intellectual processes represent a unit, but it is not an immobile and constant unit, but it varies and that variation of the relationships between affection and intellect is precisely what is essential for the entire psychological development of

the child.

Then, Physical Education professionals must achieve competence and creativity to draw pedagogical strategies that allow them to achieve the proposed educational intentions, without forgetting the affection and love that their profession demands.

Although these postulates respect human beings in their diversity, they also highlight the need to offer activities according to the cultural diversity found in the classrooms to obtain individual advances and turn them into collective results. For this it is necessary to take into account certain elements such as:

1. Review their pedagogical practices and study different educational theories in order to reinforce, model or create new forms of action that have a positive impact on the progress of students.
2. Study, review and start from the sociocultural contexts of each student to offer them the education and learning experience they really need.
3. Create inclusive, cooperative, critical and helpful learning environments that provoke in students the desire for systematic physical and mental activity.
4. Conceiving the student with limitations as an active being and protagonist of his own personal growth and as a product of the various social interrelationships that occur in a historical-cultural context from which he builds his own knowledge.

9. Conclusions

Vigotsky's postulates linked to inclusive Physical Education have enormous validity and constitute elements that must be taken into account for the development of the teaching-educational process from this area, since they are considered pertinent proposals to rethink education and the art of practice pedagogical. It is correct to cultivate the opportunities offered by Vigotskyan theories to raise the cultural level of teachers and put them into practice during the teaching-learning process in Physical Education. Its study and its application in the practice of an Inclusive Physical Education is of vital importance.

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