

Sports Recreation for Disabled Individuals

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Abstract

The concept of recreation, which has emerged as one of the important issues in the world of sports in recent years, stands out as an important element in the love and popularization of sports. Especially recreational activities for disabled individuals are becoming more and more important day by day. Recreational activities can be defined as an activity in which people voluntarily participate in their free time and receive personal satisfaction. It is possible to group recreational activities in various ways according to the areas and characteristics they are used. With its attractiveness and diversity, sport is expressed as an important element for recreational activities. Sports activities, which provide spectator and professional participation in leisure time activities, take the first place in the evaluation of people's leisure time. The aim of this research is to direct disabled individuals to sportive recreation activities and to raise awareness. In this context, the research is handled with the review method and emphasizes the importance of sportive recreation in disabled individuals and the necessity of more detailed studies on it.

Keywords: Disabled, Sports, Recreation

Introduction

The Concept of Disability and Disability

The World Health Organization (WHO) has created a definition and classification according to the consequences of the disease and the direction of health, and disability is defined in three different categories. For this reason, while disability is expressed as the inadequacy and abnormality of physical structures and functions in terms of health, disability is the restriction or inability to perform an activity normally or within normal limits; Disability is defined as the inability or limitation of a person's expected roles due to inadequacies or excuses depending on age, gender, social and cultural factors (Disabled People's Council, 1999). Disabled individuals are individuals who lose some of their physical abilities due to various physical or physiological reasons caused by injuries or diseases that occur due to various reasons (Ilkım et al., 2021).

Concept of Recreation

There are many definitions for recreation. Recreation, also known as free time, is defined as activities carried out depending on the interests and desires of individuals, aiming to be effective, creative and social, and meeting the renewal needs of the body (Chase, 1996). Some of the functions of recreation are that it can be done by people of all age groups, that the movements are compatible with body composition, and that it complies with the values of social life philosophy (Uzun et al., 2017). The concepts of leisure and free time are reflected in quality of life values such as joy, love, friends, family, entertainment, kindness, adventure, society, creativity and spirituality (Kılıçaslan, 2008). The basis of leisure activities is that they contribute positively to people's physical and mental health.

Recreation Features

Although there is no specific definition of recreation accepted by people from all segments of society, many literatures in the field have identified some basic characteristics of professional recreation (Kara Küçük and Gürbüz 2007).

These features can be listed as follows;

- Participation in recreational activities is based on the principle of volunteering.
- Individuals participating in events can experience the feeling of freedom.
- It enables the individual to become active despite laziness.
- Recreational activities are held in free time.
- Recreation gives pleasure and joy to the individual.
- Recreation saves individuals from monotony.
- Recreation has instant gratification.
- The meaning of recreation may vary depending on the participant.
- Recreational activities are individual in nature. It is not done for someone else.

Recreation Activity Areas

Event areas can be grouped in different ways.

According to Bucher (1972), recreational activity areas are expressed as follows;

Music activities: Individuals' participation in orchestras, music studies, choir groups, etc.

.Dance events: Individuals participating in folkloric and social dances or attending ball events, etc.

Artistic skills: Individuals' skills in graphic design, ceramics, photography, sewing and embroidery, etc. to join

Sportive activities: Individuals can participate in badminton, table tennis, ball games, golf, etc. participating in educational games

Stage activities: Individuals participating in club events or festivals. Outdoor activities: Individuals camping, picnicking, canoeing or participating in nature conservation activities, etc.

Various other activities: Individuals participate in gardening, participate in card or mental games, take part in hobby clubs, etc.

Classification of Recreational Activities

Recreational activities; It is classified in different ways because it has many different features (Ardahan et al., 2016). Cultural differences between societies have caused recreational activities to be classified in various ways (Eroğlu, 2000).

Classification of Recreation Activities by Location

When examined spatially, recreation activities are generally examined under two headings: outdoor and indoor recreation activities (Cordell et al., 2002). Activities that provide freedom of movement and have a dynamic structure that people do in nature are described as open space recreation (Yaylı, 2014). All kinds of open

It covers the activities carried out in the field. Outdoor activities are generally recreational activities that the participant engages in, integrated with nature such as the forest, sea or sky (Cordell, 2008). Indoor activities are; The surrounding area includes recreational activities carried out in closed spaces (Yaylı, 2014). Recreational activities carried out by individuals can be expressed as taking place within a structure built by people (Cordell, 2008). Various indoor sports fields, cultural activities such as cinema, theater and ballet can be given as examples of indoor activities. These activities are generally carried out in areas where urbanization is intense (Üstün, 2018).

Classification of Recreational Activities According to the Type of Participation

It covers the effort and mobility that people make in the recreational activities they participate in. According to the type of participation, recreation activities are examined under two headings: active participation and passive participation (Tatar, 2000). Active participation Leisure activities are activities in which the individual actively participates. These activities include sports, photography, personal musical experience, painting, and manual dexterity, in which the individual plays an active role in relaxation. In this context, the central supplier affects the close, accessible, limited, decisive, leading, continuous, cooperation and separation of the components in indoor and outdoor spaces, which are social living spaces, and the behavior of the individual according to the function of the activities (Erdönmez and Akı, 2005). Watching sports and similar programs on television, radio and electronic media, where the individual does not play an active role but participates as a spectator, is considered passive rest in recreation and evaluation. The need to rest in these leisure activities has been evaluated as a personal and social benefit, becoming a means of consumption, as well as the idea of taking society in the desired direction (Biol, 2014).

Classification of Recreation Activities According to Purpose

These are recreational activities carried out in line with the wishes and purposes of individuals. It includes entertainment, cultural, social, sports, tourism and artistic activities. (Kara Küçük, 2008).

1. Recreation for Recreational Purposes: It is the use of all free time with activities aimed at protecting physical and mental health.
2. Recreation for Cultural Purposes: It is the use of free time through cultural activities (such as visiting museums, ancient art and historical monuments).
3. Recreation for Social Purposes: It is the use of free time through activities aimed at establishing and developing social and social relations.
4. Recreation for Touristic Purposes: Activities are generally considered as trips to see and visit different places during holiday periods.
5. Recreation for Artistic Purposes: It is the use of free time by engaging in one or more of the branches of art.
6. Recreation for Sportive Purposes: It is the use of free time by physically active sports or passively taking the position of spectator, manager or supporter.

Special Needs and Recreation

Recreational therapy can be defined as rehabilitative activities carried out during the recovery process of individuals with special needs. From this perspective, the purpose of recreational therapy includes treatment-appropriate, healthy and entertaining activity services as free time activities for individuals with special needs. Recreational therapists provide educational games, sports activities and recreation-based services to individuals with special needs in order to minimize their disabilities, support their development and combat their disabilities on their own. In this respect, they provide great benefits to the social, physical and cultural development of individuals with special needs (Dülgerbaki, 2006).

It is emphasized that individuals with special needs should meet their needs independently, without being disconnected from their social lives, while participating in recreational activities. With recreational activities, individuals with special needs will spend their free time more productively. Recreational activities need to be programmed very well. Environmental regulations, transportation, playgrounds and many other factors should be planned for individuals with special needs and necessary preparations should be made for their integration into society (Kaya, 2016).

Sports and Recreation

Sports is one of the most comprehensive, diverse and interesting areas for spending leisure time. Evaluation of sports and entertainment has a mutual influence. Although sports is an important field of activity to meet people's reactive needs, it has played an important role in the social expansion of sports and the use of free time in the realization of sports achievements. Sports generally play this role by playing activity roles such as sports for everyone or sports for health (Kara Küçük, 1997).

It is a fact that sports have a socializing aspect that enables individuals to participate in active social environments, and therefore play an important role in a person's socialization. Based on this, the more sports activities are developed for disabled people, the walls in front of disabled people will be demolished one by one, and their contribution to society and society's contribution to disabled people will increase at the same rate (Alpman, 2001). Children learn by experiencing their environment. At the same time, children with special needs also want to explore and discover, just like other children, they may need to participate in activities in their daily lives (Darica et al., 1992). Disabled children cannot meet society's expectations in terms of their mental and physical activities, so they have difficulty adapting to the environment they live in. The adaptation disorders they display in different ways lead to various failures in the social and academic tasks they engage in. In reality, it is beneficial for people with intellectual disabilities to achieve success so that they can use their full potential. Carefully planned physical exercises or sports programs help these people taste success. At the same time, many of the features of such programs can be used as more realistic treatment or rehabilitation strategies to help children with intellectual disabilities adapt to the environment (Kınalı, 2003). Individuals with mental special needs are generally more successful in sports than in other areas. Sport plays an important role in self-esteem, self-confidence, socialization and success (Bruininks and Chvat, 1990). Sports improve physical fitness and motor skills and enable people with intellectual disabilities to have a healthier body. It is stated that the discipline, development of self-confidence, competition, mutual friendship and feelings of success learned through sports are very important for the social and psychological development of freedom. The aim is to help the disabled person communicate more closely with society and become useful for them and society (Hudson, 1988; Kalyon, 1997).

The fact that children with disabilities are partially physically unfit compared to their peers makes them isolated from society and therefore their opportunities for physical activity are limited. Based on these ideas, educational assistance can be provided to develop the individual potential of the mentally retarded child, thus

allowing him to imagine and understand himself and gain meaningful experience. Recreational sports programs affect the child's emotional, social and psychosomatic aspects. The concept of recreational sports includes sports, games, dance, exercise and exploration. These movement experiences should not be viewed as an end in themselves, but as a continuous and effective primary means for growth and development. An important educational tool that affects the growth and development of children with disabilities is recreational activities that provide movement experiences.

While sports creates an important exercise environment for individuals to spend their free time, it undertakes very effective behaviors in recreation, spreads sports in societies, knows and presents sports success. For this purpose, it manifests itself with practices such as "sport for everyone (Hes)", "sport for life (Ybs)", "sport everywhere (Hys)", "sport for health (Sis)" (Kara Küçük, 2005). It is stated that leisure activities play an important role in encouraging sports in societies. With these features, sports and recreation stand out as factors that significantly affect each other (Üstündağ et al., 2011). They should be aware of their own characteristics, have not yet discovered their skills and competencies, and should consciously use their free time to reach their full potential (Taşpınar, 2013).

Passive participation as a spectator:

These are activities called passive sports, where the person is content to remain only as an outside observer, without being involved in the behavior as a movement. From the time when individuals felt the need to spend their free time until today, participation in sports activities as spectators is considered very high.

Active participation as an athlete:

Recent studies show that people who choose leisure activities participate more than those who participate in other activities (Binarbası, 2006). Recreational education aims to maximize the standard of living of individuals in any age group, to become a better, happier and healthier person and society, to maximize qualities, and to see the correct use of the body as a philosophy of life with habits acquired after childhood. Common behavioral patterns that begin in the family environment develop when they reach school age. Therefore, it is important for individuals, families, teachers and administrators to be well equipped and experienced in spending their free time (Zorba, 2007).

The Importance of Sports Recreation Activities for Disabled Individuals

Recreation concepts are expressed as entertainment and quality of life values that are reflected in the concepts of fun, joy, love, friends, family, help, adventure, community, creativity and spirituality (Kılıçaslan, 2008). Researchers have stated that after recreational activities, there is an improvement in the muscle motor skills and loose muscles of individuals with mental special needs, they release their energy, and their aggressive tendencies and problematic behaviors are greatly reduced. Individuals with mental special needs who were especially happy after recreational activities were expressed by their teachers who trained them to behave more sincerely and sincerely. It is known that regular sports activities in people with special needs affect some behavioral changes at the desired level (Gençöz, 1997) and contribute positively to motor development (Chasey and Wyrick, 1971).

If sports activities are done regularly, they not only improve a person's general health, but also provide fitness, good time with peers and socialization of the individual (Dükkancı, 2008). It is stated by researchers that physical activity has a significant positive effect on personal health. Physical activity not only affects public health, but also has been stated to have a direct positive effect on people's quality of life (Omorou et al., 2013). Exercise affects not only the quality of life, but also healthy growth, people's physical development, changes in bad habits and personal socialization. For this reason, individuals' regular and conscious participation in physical activities should be supported (Bayrakçı Tunay, 2008). Sports and recreational exercises help people with mental special needs to improve their self-esteem (Guidetti et al., 2009) and reduce symptoms of anxiety and depression (Hinckson and Curtis 2013).

Sports that deal with the individual's disability and support the elimination of this disability also support the metabolic, physiological and mental development of the muscular nervous system and the body. Considering the positive impact of participation in sports activities on people with intellectual disabilities in the areas of social, motor and psychological development, the planning and implementation of these activities should focus not only on sports competitions but also on leisure activities (Dönmez, 1999). Family appears to be the most important element in the socialization of people with special mental needs.

The process of adapting to society for people with special needs starts from birth and varies depending on the intensity of participation in school activities and sports events. The level of knowledge of families with individuals with mental special needs about children's special needs, children's place and habits in society, and children's attitudes towards sports activities is the biggest factor in the effective implementation of the social adaptation process (Atasoy and Pekel, 2021).

In order to improve the quality of life of people with special needs, it should be viewed from their perspective and efforts should be made to eliminate and minimize the problems in social life (Çoban, 2008; Öztabak, 2017). Sport; It provides greater awareness and quality of life for people with special needs in the

process of participation in society. Therefore, regular sports activities change the way people with special needs look at life and contribute positively to their physical and mental quality of life (Yazıcı, 2012). The lack of adequate physical activity for people with special mental needs has negatively affected their quality of life. Participation of these people in sports activities positively affects their personal development and adaptation to society. Leading people with special mental needs to participate in sports activities enhances and improves their quality of life (Top, 2017; Uzunçayır, 2016). In another study, quality of life was integrated with inclusion, socialization, self-awareness, physical and spiritual well-being, and the rights of the individual (Yıldız, 2019).

Disability and Sports

The importance of sports for disabled individuals in our country has begun to increase in recent years (Özdemir et al., 2018). Particularly disabled people face more sociological, psychological, physiological and health-related wear and tear in daily life than other individuals due to various reasons. Individuals with disabilities already have obstacles to their full and effective participation in society under equal conditions with other individuals, and their long-term physical, mental, intellectual or perceptual disorders negatively affect these people in every aspect. It has been neglected for many years that the sportive activities recommended for healthy individuals to get rid of physical and mental tensions and to be physically fit for living conditions can also be done by disabled individuals. Physical activities and recreational activities in the form of games, sports and competitions are the most effective way for the rehabilitation of disabled people and their communication with the society. Sports activities enable disabled individuals to control their emotions such as aggression, anger and jealousy due to their disabilities (Kınalı 2003). Again, in this context, people who have lost some of their physical abilities due to diseases or injuries in the musculoskeletal and nervous systems are able to adapt to social life and adapt to social life. It is important to keep these people, who have difficulty in meeting their daily needs and who need protection, assistance, rehabilitation and consultancy services, in social life without losing them (Tatar, 2017).

The positive effects of physical activities and sports performed by a disabled person directly reflect on the disabled person himself, his family, business environment and society. For people with disabilities, sport and physical activity means promoting communication between people and improving initiative and integration. Programmed work and education, in addition to improving the health of the disabled individual, attracts attention as a factor that increases enjoyment of life, connection with life and self-confidence (Kul et al., 2011). Being disabled is a very complex situation that requires great struggles. It can be said that disabled individuals live in much more negative environments compared to non-disabled individuals.

Conclusion

Sport, entertainment and leisure activities have a significant impact on social integration. Socialization and social interaction can be encouraged and enhanced through participation in various activities. Although we see that the opportunities for recreational sports activities are increasing in today's conditions, the extent to which this increase will cover all segments of society is an issue that needs to be discussed and developed for disabled individuals. Recreational activities have an important place in the individual development of disabled children and their integration with the society they live in. In general, sportive recreation comes first among individuals' recreational activity preferences. With sportive recreation, it is possible for individuals to develop not only physically but also spiritually and socially. In this context, sports recreation activities maintain their value among the activities that enable disabled children to gain and develop in many ways. However, the fact that disabled children sometimes cannot express their wishes and needs, and sometimes do not have information about which activities will contribute to their development, imposes great responsibilities on their parents. Parents' awareness of this issue will ensure that sportive recreation activities will contribute to the development of their children in every sense. In this context, it is important to examine whether parents of disabled children are conscious about directing their child(ren) to sports recreation activities.

- Recreational activities and regular sports activities not only help improve the health of individuals with disabilities, but also give them hope and courage to face life. To ensure this, children with disabilities should be encouraged to participate in these activities regularly by communities and sports clubs with the support of the Ministry of National Education.

- Regular sports recreation activities to be applied to disabled individuals are arrangements that will ensure both physical and spiritual gains of disabled people. Studies that can make this contribution should be constantly organized.

- Specially trained physical education teachers should be employed in schools and rehabilitation centers for the disabled.

- Public and voluntary organizations should organize sports activities and sports organizations that support the physical, mental and social development of disabled children.

- Individuals with disabilities should also be introduced to high-activity team sports that provide continuous mobility, reduce adaptation difficulties both at home and at school, which are beneficial for their health, improve their physical abilities and motor behavior, and significantly improve their cognitive abilities, attention, self-confidence and social relations.

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