



## **KAPITEL 2 / CHAPTER 2<sup>2</sup>**

### **INNOVATIVE PRACTICES FOR IMPLEMENTING INCLUSION IN HIGHER EDUCATION INSTITUTION**

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#### **Introduction**

Over the last decades, the inclusive education has been taking its state positions from the point of view of politics and practice. Realization of rights of people with disabilities to obtain education is considered to be one of the most significant tasks of the state policy of Ukraine. Searching the solutions to the important tasks of realizing the right of persons with disabilities to education in the national and state dimensions, the creation of an inclusive educational environment in higher education institutions becomes a priority.

Starting with the UNO Declaration of Human Rights in 1948, based on the rights of people, special attention is drawn to the students with disabilities needs which require transformation of the precise system of education [7]. Turning to the conceptualization of inclusion as the process of transformation, the idea is to minimize the process of exclusion of disabled people from getting education (UNESCO 2009) [4]. An important step in overcoming the problem of adaptation and integration of students with disabilities into educational environment of higher education is to provide qualitative educational services. In terms of active solution finding it becomes worth studying possibilities to use physical training for successful adaptation and integration of students with disabilities needs into university environment.

Some many international guides and resources support inclusion in education (UNESCO 2015b, 2016, 2017; UNICEF 2010) [1, 6]. The issue of inclusive education is now part of the educational discourse regarding the identification of contradictions in the access of students with disabilities needs to obtain a quality education.

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## **2.1 Current positions in the field of inclusion in physical education**

Nowadays, Ukraine lacks pedagogical practices in the field of inclusive physical education. There is specific certainty in the belief that the system of training physical education specialists faces the problem of transition from the traditional pedagogical paradigm to the formation of a specialist focused on teaching inclusive physical education of innovative type, taking into consideration the principles of tolerance, impartiality and non-discrimination in teaching.

Professional competence of teachers in the process of inclusion of students with disabilities needs by means of physical education is implemented in a special organization of the educational environment of the educational institution, aimed at preventing existing negative trends in physical development, health of students with disabilities needs, targeted impact of physical education, taking into account age-specific manifestations of physical activity components (basic movements, functional systems, motor qualities, relevant knowledge and skills to implement them in practice) for students with different profiles of functional disorders to achieve the individual's highest level of physical and motor development, which provides a full, productive life and activities in higher educational establishment [6, 7].

First of all, to carry out scientific research in a certain direction, we note that the basis of inclusive education is laid by an ideology that excludes any discrimination against higher education seekers. An inclusive educational environment ensures equal treatment for all, while at the same time creating special conditions for the learning of students with disabilities [1]. Such inclusive education involves the creation of an educational environment that would meet the needs and capabilities of each student, regardless of the specifics of their psychophysical development.

Ensuring fair, high-quality education and promoting all learning opportunities involves the organization of an inclusive educational environment at the level of higher education institutions for the preparation of students with disabilities needs as future professionals based on the purposeful formation of professional knowledge, skills, and abilities. The leading mission of the higher school is to create conditions that contribute



to the effective education of students with disabilities needs as a process of educating the intellectual elite of society [5]. Global trends in the development of the educational system provide for the adaptation of the educational environment to the needs of all participants in the process of obtaining higher education.

Nowadays, the term «inclusive education» has acquired various meanings and is the subject of scientific research discussions. In general, inclusion involves the creation of an educational environment that would meet the needs and capabilities of each recipient of educational services [2]. In the most general sense, inclusive education is represented as a system of state-guaranteed educational services based on the principles of non-discrimination, respect for human diversity, and effective involvement of all its participants in the educational process [8]. The strategy of inclusive education, particularly in institutions of higher education, is based on the provision of quality educational services and adaptation of the educational environment to the needs of students [6].

## **2.2 Inclusion in a modern dimension**

The current transformation of the pedagogical paradigm of a modern higher school from an authoritarian to a person-oriented model of education involves the elimination of isolation in the process of obtaining higher education for any category of students. Let us consider that the formation of a safe and healthy educational environment requires modernizing the process of physical education of students with disabilities needs, using the potential of the existing strong connection between their physical and social, intellectual, and spiritual development, and therefore the possibilities of this process in ensuring a full-fledged current and future life activity such students.

The promising direction for solving the specified scientific problem is taking into account the basic provisions of inclusive pedagogy. This statement is justified by the fact that primary social inclusion, as one of its components, is aimed at creating conditions to prevent the negative impact on a student with special educational needs



of a complex of external factors in the process of their adaptation to the educational environment (study load, team, etc.), increasing resistance organism to such influence, prevention of the most common diseases, prevention of negative trends in their health [7].

It is important to take into account that adaptation to the conditions of study in institutions of higher education is connected, first of all, with a sharp change in the social status of the individual. There are a significant number of interpretations of the definition of «adaptation» in the work of psychological and pedagogical scientific research. Analyzing the special literature in the direction of identifying the characteristics of the term in the aspect of our scientific research, we believe that the adaptation of students with disabilities needs is a process of adjustment, the result of which is the establishment of mutual correspondence between the needs of students with disabilities needs and the requirements of studying in institutions of higher education.

The effectiveness of inclusive education is determined not by the chaos of methods, but by systematic work in all areas. There is no doubt that the process of inclusion of students with disabilities is complex and dynamic [5], lasts throughout the study, and a prominent place in this process is given to physical education as a factor in realizing their physical development in health.

Physical education has been identified as one of the leading factors in ensuring the effectiveness of inclusive education, and therefore physical activity with the use of physical exercises is of paramount importance for achieving the goal of this process [6]. Scientific sources study the impact of physical education classes on the motor and mental spheres of students with disabilities, which is positioned as one of the leading means of ensuring mental performance. Instead [8], it is proved that one of the main conditions for successful learning of students with disabilities is the implementation of an individual development program. It is believed that such programs based on the individualization of correctional and developmental means of PE create an opportunity to fully organize the educational process in higher education.

Modern higher education requires the need to change the current paradigm of



traditional didactic inclusive PE, focused on the student, his special academic needs, previous experience, and his vision of the future path in the labor market. It was found that a promising way to improve the pedagogical process of physical education of students with disabilities is the individualization of the curriculum. The latter should be based on the psychophysiological condition of students with disabilities and their physical and psychological characteristics.

In pedagogical science, the formation of an inclusive educational environment is studied in the close relationship of the process of learning and education, individual psychophysical development, the influence of external factors on its formation. Physical education helps to solve this problem effectively.

Based on the available information [2-5], in the most general form of the formation of an inclusive educational environment in higher education by means of physical education is considered as a pedagogical process aimed at eliminating existing negative trends in physical development and health of students with disabilities needs, influence of means and methods of physical education. cultures on body systems. The latter is realized through the stimulation of physical activity, taking into account the peculiarities of the formation of motor function, psychophysiological characteristics and levels of development of functional capabilities and motor qualities.

Collected and analyzed factual material that illustrates a number of benefits of physical education, among which provides assistance to students in understanding optimal physical development; formation of their skills and abilities of self-regulation in accordance with their physical condition, responsibility for their own character and professional development; awareness of the potential of physical education; formation of motor experience in the university environment; awareness of the prospects of personal development. In general, all of the above has a positive effect on academic performance.

In addition , there are opinions [2, 8] that in an inclusive educational environment of physical education can cause more problems compared to other program disciplines inherent in higher education. Regulation and counteraction of physical activity of students with disabilities problems by physiological mechanisms, morphological and



functional systems, its interrelation with an emotional state, intellectual development remains rather difficult problem. Discovery, in connection with certain – to the extent of my mediation, but it is extremely necessary for the task of physical education, through which knowledge is formed and implemented in practice, related to the implementation of central physical activity.

In order to implement this, we consider it legitimate to separate as components of physical education of students with disabilities problems: the formation of the mind in the basic movements; development of functional capabilities; development of motor skills; formation of knowledge related to physical exercises; formation of skills implementation of such knowledge in practice. This is expressed in the scientific, theoretical and practical areas.

We support scientific approaches [1, 4, 7] that physical education as a powerful means of influencing the body, expands the range of opportunities, especially the motor area, affected by a persistent defect. Therefore, in the process of physical education is the formation and improvement of motor functions that are impaired as a result of the pathological process, there is compensation for the main defect and correction of secondary disorders that have arisen in connection with the underlying disease. This involves taking into account the maximum possible number of individual characteristics of students in the process of influencing their motor and mental spheres by means of physical education to prevent the formation of inadequate adaptation in higher education institutions. The latter causes a decrease in the level of functioning of individual systems, the stress of regulatory mechanisms, the loss of functional resources. Accordingly, the result can be deterioration in health, and therefore a general development different from the optimal one.

### **2.3 Formation of an inclusive educational environment by means of physical education**

Based on the study of the source base of the study, it was found that the formation of an inclusive educational environment by means of physical education in modern



higher education is implemented in accordance with several dimensions:

- social: ensuring the availability of resources for physical education;
- personal: personal development, development of new knowledge, formation and development of skills and abilities in physical education of students;
- cognitive: formation of understanding of the specifics of the process of physical education, search and use of various ways and means of physical education in practice, definition of goals and adjustments to the process of physical education.

At the same time, the main priority of physical education with students with disabilities needs is the implementation of differentiated physical education in order to individualize the process of physical education. This implies the following:

- introduction of special sections in the work program;
- systematization of exercises and tasks by type of diseases (if any); visually impaired, hard of hearing, students with musculoskeletal disorders, etc.;
- application of the method of individual load differentiation: it reflects the basis of a personality-oriented approach in pedagogy: working with everyone, working with everyone.

We highlight the following pedagogical conditions for ensuring the formation of an inclusive educational environment in the process of physical education: methodological support; the focus of their content on the implementation of inclusive approaches, taking into account the state of mastery of basic movements, the development of functionality, motor skills, the formation of knowledge in matters of physical culture; interaction in the organization of physical education.

In general, the success of the adaptation process to the educational environment for students with disabilities needs in the process of physical education is determined by the rational organization of methodical support aimed at strengthening the individual health of the participants in the pedagogical process, taking into account the individual characteristics of adaptation to physical loads, the step-by-step application of complex assessment methods and control. In our opinion, the content of this process largely depends on taking into account the individual and typological characteristics of students with disabilities. Moreover, all measures should be of a preventive,





anticipatory, preventive nature, that is, based on the provisions of preventive pedagogy.

Therefore, summarizing the experience, we systematize the main functions of inclusive physical education, the solution of which will ensure the effectiveness of the formation of adaptation to the educational environment in students with disabilities:

- organizational and methodical: ensuring the rational construction of the process of physical education, pedagogically oriented to the development of resistance to the negative effects of adaptation processes;

- preventive: comprehensive psychological-pedagogical and medical-biological support of the process of physical education to determine the factors of disruption and disruption of adaptation mechanisms and the search for health-promoting methods;

- educational: stimulating students with disabilities to a healthy lifestyle, promoting valeologisation of the educational process, learning to protect one's own life and health;

- corrective: ensuring compensation of the main defect and correction of secondary violations caused by the main disease, use of optimal corrective care;

- educational and advisory involves the use of modern technologies to provide optimal educational and advisory information to students with disabilities regarding the maximum possible use of physical education means;

- developmental: it is implemented in improving the psychophysical condition of students.

Therefore, the effective implementation of the identified functions of physical education of students with disabilities is ensured by solving a set of tasks as predetermined achievements, which are:

- health: ensuring the harmonious all-round physical development of students with disabilities, their self-development;

- corrective and developmental: involves in-depth work on correcting physical functions, strengthening work capacity, and ensuring the development of all physical qualities;

- educational: aimed at achieving the goals and objectives of physical education in the formation of skills of systematic classes using all possible forms and types of





physical activity;

- control: providing effective feedback in the process of physical education;

organization of content-oriented influence of control.

Based on the theoretical and systematic analysis of the problem, the pedagogical conditions of the technology of forming adaptation to the educational environment of students with disabilities employing inclusive physical education were determined:

- the creation of favorable conditions in the educational environment to ensure the development of adaptive capabilities of students with disabilities in the process of physical education;

- the health content of physical education of students with disabilities;

- modernization of methodological foundations of physical education of students with disabilities;

- a scientifically based choice of methods for determining rational physical loads in the process of physical education;

- provision of permanent control procedures in the process of physical education.

## **Summary and conclusions.**

Nowadays, Ukraine lacks pedagogical practices in the field of inclusive physical education. There is specific certainty in the belief that the system of training physical education specialists faces the problem of transition from the traditional pedagogical paradigm to the formation of a specialist focused on teaching inclusive physical education of innovative type, taking into consideration the principles of tolerance, impartiality and non-discrimination in teaching.

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