

## ШЛЯХИ ВПРОВАДЖЕННЯ ЄВРОПЕЙСЬКИХ СТАНДАРТІВ ІНКЛЮЗІЇ В ПРАКТИКУ ДОШКІЛЬНОЇ, ПОЧАТКОВОЇ, СЕРЕДНЬОЇ ТА ВИЩОЇ ОСВІТИ

### **Inclusion in higher education; modern challenges in terms of European integration processes**

**Blavt O., Vovk I., Stadnyk V.**

#### **Introduction**

All national documents, in particular the Constitution of Ukraine, the Law «On Education», etc., as well as in international documents ratified by Ukraine, in particular the UN Convention on the Rights of Persons with Disabilities, define everyone's rights of getting quality educational services. The project of the National Strategy for the Development of Inclusive Education for the period 2020-2030 defines new conceptual approaches to the education of person with disabilities in the conditions of an inclusive educational environment [28, p. 86]. Educational services in the field of higher education should guarantee equality, accessibility and unlimited social, educational and other perspectives for everyone, by providing equal conditions for people with different levels of capabilities. Therefore, ensuring the realization of the right of people with disabilities to education is considered as one of the most important tasks of the state policy of Ukraine.

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. 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) [13].

Some many international guides and resources support inclusion in education (UNESCO 2015b, 2016, 2017; UNICEF 2017) [29]. The formation of an inclusive educational environment in higher education will contribute to the better

implementation of the intellectual, physical, social and emotional development of students with disabilities, their potential, and will have a positive impact on public health, economy and demography in Ukraine as a whole.

Today, in the situation of prolonged hostilities in Ukraine, when the number of students with disabilities is constantly growing, the problem of their adaptation to the general education space of a higher school is extremely relevant. Therefore, to outline the leading trends in the development of an inclusive educational policy of higher education under the current conditions of reforming the education system in Ukraine and given the rapid growth in the number of students with disabilities since the full-scale Russian invasion of Ukraine, and the duration of hostilities is relevant in the aspect of implantation of advanced foreign experience of European practices for ensuring the realization of the right of students with disabilities to quality educational services.

The need for a comprehensive, systematic study of the issue of inclusion in higher education using foreign experience is due to the contradictions between the need for a large-scale restructuring of Ukrainian higher education, the modernization of all its aspects and components, the development and implementation of a set of practical measures in order to create optimal conditions for organizing the educational process of students with disabilities based on the wide range of their individual characteristics and capabilities, state of health, peculiarities of development or specifics of educational needs and insufficient study of such experience in terms of European standards in the practice of inclusion.

It should be borne in mind that this process has an integral, interdisciplinary nature, which reflects the current complex trends of scientific knowledge, for better understanding the chosen issues. In the conditions of active search for effective solutions to such a situation, it seems expedient to study the possibilities through the prism of international educational policy.

Therefore, the need to comply with fundamental rights and social justice based on human rights involves the transformation of educational systems that would meet the needs and capabilities of each student of higher education. Due to the fact that in

Ukraine the introduction of inclusion in the practice of higher education has not yet been as recognized as in the world, there are gaps in the implementation in practice of the requirements of inclusive education that meet the modern demands of higher education, the study of foreign experience in this area in order to introduce the best achievements in domestic realities is an urgent task.

### **1. Inclusion in the field of higher education in Ukraine as a subject of scientific research in the aspect of European practices**

In the modern higher school of Ukraine, the institute of an inclusive educational is considered an important component of the educational process, which provides an opportunity to achieve the educational and professional goals of higher education seekers with disabilities. To implement the idea of «education accessible to all», higher education must be a safe and functional environment for students with disabilities. Recognition of the rights of such students, their interests, needs, assistance in the process of socialization, and choice of professional activity is very important in the development of education [5, p. 385].

The implementation of anti-discrimination aspirations in the issues of educational integration of students with disabilities determines the change of target priorities of education in general. Today, the number of accumulated changes in higher education, especially in the creation of an inclusive environment, has increased significantly and is constantly undergoing purposeful transformation [2]. However, the priority is the need to build a quality educational process for students with disabilities following their real capabilities, based on the peculiarities of their personal development and educational needs [19, p. 30].

Over the past decade, in terms of policy and practice, inclusive education has gained ground at the national level. The realization of the right of persons with disabilities to education is considered as one of the most important tasks of the state policy of Ukraine. In the search for a solution to the important tasks of realizing the right of persons with disabilities to receive education at the national and state levels,

the creation of an inclusive educational environment in higher education institutions is of paramount importance.

The study of issues of inclusion in higher education as a scientific and pedagogical problem occupies an important place in the scientific research of contemporaries. At the same time, it should be noted that in the Ukrainian context, studies that are directly related to the topic of inclusion in the field of higher education are not common and have diverse content. While foreign publications related to the research topic, reflect a systematic approach to the research on inclusion in the field of higher education, which is caused, obviously, by a long history of inclusion in this direction in the world. The study of inclusion issues in the field of higher education covers domestic and foreign sociological, philosophical, psychological, pedagogical, methodical literature on the problem of inclusion [9, 17, 18, 23, 27]; international materials of a normative and recommendatory nature regarding ensuring the rights of persons with special needs for education [1, 2, 19, 26]; legal acts of foreign countries and Ukraine regarding the education of persons with special needs and their integration into the system of higher education [13, 14, 22, 32].

The current transformation of the pedagogical paradigm of a modern higher education from an authoritarian to a person-oriented model of education, in accordance with European standards, involves the elimination of isolation in the process of obtaining higher education of all categories of students. It was determined that the inclusive education of students with disabilities is closely related to the democratization of society, the transition of education to a humanistic model. It is on such provisions that the Decree of the Ministry of Education and Culture 01.10.2010 N 912 «On approval of the Concept for the Development of Inclusive Education» is based» [13].

The concept of the development of inclusive education developed in accordance with the Constitution (254k/96-BP) and the laws of Ukraine, set out in the above-mentioned document, certifies that Ukraine has undertaken to respect universal human rights, in particular, to ensure the right to education of persons with disabilities. The implementation of the concept is aimed at creating appropriate conditions for the

functioning and development of inclusive education in Ukraine, ensuring a sufficient funding for the implementation of inclusive education.

Thus, having joined the main international treaties in the field of human rights (the UN Declaration on Human Rights (995\_015), the UN Convention on the Rights of Persons with Disabilities (995\_g71), on the Rights of the Child (995\_021) [17, 30, 31], taking into account the legislation in the field of education, rehabilitation, social protection Ukraine ensures access to quality education of the appropriate level for children with special educational needs, taking into account the abilities and capabilities, desires and interests of each child through the introduction of inclusive education.

First of all, the aspect of our research requires clarification of the term «persons with disabilities», which applies to those students whose organization of the educational process requires the use of additional resources [5, p. 385]. From a psychological and pedagogical perspective, this concept covers a wide category of students, namely: gifted students, students with impaired mental and physical development, students with disabilities [9, p. 899]. In Ukraine, the concept of «student with disabilities» is significantly narrowed and was used during the implementation of inclusion and is directly related to the terms «inclusion» and «inclusive education».

As for the term «inclusion», it translates from English as «to hold, to include, to have a place in one's composition», which reflects new views not only on education. Inclusion is a process of constantly searching for the most effective ways to meet the individual needs of all students [10, p.240]. Hence, the integration of students with ordinary development and students with disabilities in the same academic environment does not mean the full participation of the former in the life of the university. Therefore, inclusive education involves providing all students with the opportunity for the most fulfilling social life, active participation in the team, thereby ensuring the most complete interaction and care for each other as members of the community [19, p.31].

Nowadays, the term «inclusive education» has acquired various meanings and is the subject of discussion in scientific research. In general, inclusion involves the creation of an educational environment that would meet the needs and capabilities of

each recipient of educational services [10, p. 240]. In the most generalized concept, 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. The strategy of inclusive education, in particular in higher education institutions, is based on the provision of quality educational services and adaptation of the educational environment to the needs of students [26, p. 335].

However, the term «inclusive education system» is one of the key terms in such international document: «Standard Rules on the Equalization of Opportunities for Persons with Disabilities» by the General Assembly on 20 December 1993 (resolution 48/96 annex) [26, p. 348]. According to UNESCO: «Effective implementation of changes and monitoring of their impact determines that the development of integration and equality in education is an ongoing process, not a one-time effort» [29], the need for a systematic approach to capacity building for the development of inclusive education is determined.

It was determined that the basis of inclusive education is based on an ideology that excludes any discrimination of those seeking higher education [23]. It was determined that the process of obtaining inclusive education at the university is inclusive education [15, p. 112]. The latter is considered as a complex process of ensuring equal access to quality education for students with disabilities by organizing their education in higher education institutions based on the use of student-oriented teaching methods, taking into account individual characteristics [3, p. 275].

Inclusive education ensures equal treatment for all, while creating special conditions for the education of students with disabilities. 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.

Today, a modern educational paradigm is being introduced in higher education institutions, which includes, as a mandatory inclusive component, the development and formation of an inclusive educational environment. UNESCO views inclusion as an

«dynamically evolving approach that consists in a positive attitude towards the diversity of learners and in the perception of individual characteristics not as a problem but as an opportunity to enrich the learning process» [3, p. 271]. Thus, the idea of inclusive education provides for the provision of education and participation in the educational process of all, without exception, applicants for higher education.

Analyzing the special literature in the direction of highlighting the characteristics that characterize an inclusive educational environment, we find that in such an environment, all students, regardless of their educational needs, are able to learn more effectively, improve their social competence, improve communication skills and feel part of the student community.

If we turn to the definition of inclusion in the global sense, inclusion is interpreted, on the one hand, as the practice of including a person in culture and society (inclusion of a person in his relationship with a reference group), which contributes to the cultural enrichment of both the person himself and the entire culture of this society [27, p. 128]. On the other hand, inclusion is also called the inclusion of students with disabilities in the educational team of healthy peers in accordance with their right to education [32, p. 170].

In 1960, the XXIII International Conference on Public Education was held in Geneva, which adopted the UNESCO Convention against discrimination in education. According to the provisions of the Convention, all persons, regardless of their capabilities, have the right to education [31, p. 332]. The integration of young people with special needs into the educational environment, and indeed into society, helps them to acquire professional knowledge, get a profession, self-realization, achieve success in life and further career, and feel like full-fledged members of society. To do this, within the framework of higher education institutions, it is necessary to provide a free architectural, educational and communication space in which students with disabilities can safely move, study and communicate. An integrated student group can be considered as a micromodel of the social environment. The peculiarity of teaching students with disabilities in an integrated team is that, perceiving them as equals, the same requirements are placed on them by the university as on other students.

Based on the analysis of the best European practices [1, 2, 9, 12, 32], it was established that the involvement of students with disabilities in the educational process of higher education aims to:

- adaptation to the educational environment through interaction with other students and teachers, which contributes to the formation of social skills in this category of students (soft skills) and the ability to independently solve specific problems;

- exerting a positive impact on peers with normotypical development, contributing to the formation of new values.

Processing of scientific sources on inclusive education in European universities [15, 16, 26, 27], the main tasks for organizing a system of inclusive education for students with disabilities in Ukraine, respectively, are:

- ensuring the right to freely choose a higher educational institution and the form of education for obtaining high-quality higher education;

- creation of special educational and rehabilitation conditions and a system of comprehensive support (corrective-rehabilitation, psychological-andragogical, social, socio-environmental, socio-cultural, medical, valeological, sports-physical, legal, organizational, architectural-environmental, material-technical, etc.);

- combination of the educational process with individual correctional-rehabilitation measures; preservation and strengthening of spiritual-moral, physical, mental and social health; improving the quality of the educational process and promoting the effective acquisition of a profession;

- organization of interaction of the educational institution with local executive authorities, state and non-governmental institutions (public organizations, foundations, etc.) that work in the field of medical and social rehabilitation, education and employment of persons with disabilities.

Currently, in Ukraine, the practice of introducing inclusive forms of education into the system of higher education institutions is quite complicated, which is associated with the presence of unpreparedness of the pedagogical corps of general education (didactic, psychological, personal) to participate in inclusive processes; lack



of a systematic vision of the problem of inclusion and ways to solve it in various educational structures, etc. Although, in recent years, the desire to change the situation regarding students with disabilities has become increasingly noticeable, especially in the context of Ukraine's joining the the European community, the implementation of international experience in the introduction of inclusive education opens up new opportunities for the implementation of inclusive education in Ukraine.

European experience in providing students with disabilities with access to the higher education system and the conditions for obtaining it as a result of socio-political changes, anti-discrimination social movements and transformations of traditional views on the education of socially vulnerable segments of society and the consensus of countries on the need to overcome the discrimination of higher education systems in relation to these categories of students, providing them with quality education in accordance with the characteristics, needs and capabilities, we will highlight the priorities of international policy in the field and educational integration of persons with disabilities, determined by the general trends in the development of national educational systems in the global dimension, among which:

- transformation of national social and educational policies regarding persons with disabilities;
- restructuring and reorganization of the classical system of special education;
- ensuring the cooperation between public structures and universities in matters of education of students of this category;
- adaptation of software and methodological support of institutions of higher education to the needs of students with disabilities;
- improvement of professional training of teaching staff to work with students with disabilities.

## **2. Implementation of European approaches to the organization of an inclusive eye-protecting educational environment in the practice of a higher school by means of physical education**

The processes of globalization, which in recent decades have become widespread in the world, have contributed to the active development of the educational space.

Nowadays, when Ukraine is in the minds of European integration and trying to implement the best European experience of educational practices, the problem of providing quality higher education and its accessibility for all segments of the population is becoming relevant. In the search for 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.

A number of works are devoted to the analysis of European-oriented educational policy and the possibilities of integrating such experience [5, 8, 12, 15, 32]. It is determined that the state educational policy, Ukraine's course for European integration, regulatory and legal changes – all this should be aimed at forming a new philosophy in the Ukrainian educational environment for people with disabilities [13].

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.

In any country based on humanistic and democratic principles, human health is the highest value, the most important asset of the state, it is an indisputable priority, a guarantee of the sustainability and progress of society. According to the analysis [9; p. 902; 12, p. 118; 26, p. 341], physical education in higher education in the countries of the European Union is positioned as the main means of creating an opportunity for students with disabilities to obtain a certain amount of knowledge and skills to apply in practice in order to counteract health disorders, aimed at improving social, mental, emotional and physical measurements.

Let's assume that the inclusive educational policy in higher education for students with disabilities should be a purposeful activity directed at the development of physical education at the local university level. This activity should be related to the adoption of responsible decisions - resolutions, orders, and procedures in the field of inclusive education for the integrated use of all possible means of education. There is no doubt

that the development of the "system of inclusive educational services" in higher education should be based on a regular assessment of the needs of persons with disabilities [31, p. 331].

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 [27, p. 130]. 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 [2]. 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.

The current transformation of the pedagogical paradigm of a modern higher school, compliant with EU standards, 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.

We think that a 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 [16, p. 295].

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 [23]. 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 [10, p. 240; 21, p. 232; 27, p. 129] 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, 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 [4, p. 392].

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 [20, p. 96]. 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 [22, p. 10], 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

physical education 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 [11, p. 152], 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 additio, there are opinions [25, p. 16] 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 [11, p. 148], 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.

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 in the EU 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, which is, based on the provisions of preventive pedagogy.

Therefore, summarizing the experience modern higher education in the EU, 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 inclusive 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.

However, in the end, we should note that in 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 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, 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.

### **3. Innovative practices of inclusive physical education of students with disabilities as a result of the war in the aspect of European integration of higher education**

Ukrainian society has been at war for eight years in a row. On February 24, Russia launched a full-scale invasion of Ukraine along the entire length of the common border and from the territory of Belarus. Currently, there are 1 million 5 thousand 832 persons in Ukraine who have the status of war disabled, war participant, or combatant. About 320,000 of them are participants in hostilities due to their participation in the anti-terrorist operation. The status of «disabled of war» in Ukraine can be obtained not only by persons who took a direct part in hostilities. According to the current regulations, today such a status can be obtained even by a child who was injured and the injury resulted in a disability. According to the estimates of lawyers, there are currently up to a hundred such children, in particular in the Luhansk and Donetsk regions. And, undoubtedly, given the development of events, the number of such persons will grow.

There is no doubt that young people without education will not be able to claim a normal future. The success of our country directly depends on the level of education of the population. First of all, according to the provisions of regulatory documents, in particular, the law «On Amendments to Certain Laws of Ukraine on Education Regarding the Organization of Inclusive Education» (2014) [13], war veterans should be provided with access to higher education and the conditions for obtaining it as a result of socio-political changes. anti-discriminatory social movements and transformations of traditional views on the education of socially vulnerable and vulnerable sections of society. Ensuring the opportunity for war veterans to obtain

quality education in accordance with their characteristics, needs and opportunities are one of the key priorities of modern Ukrainian social and educational policy. Despite this, it must be stated that the integration of the mentioned vulnerable groups in higher education often has only a declarative nature, which additionally actualizes the stated problem in connection with the long-term hostilities on the territory of Ukraine.

Different trajectories of admission to higher education institutions are provided for persons with disabilities war veteran. However, in the future, the problem of adaptation of such persons to the environment of a higher school, their physical and psychological rehabilitation, as a factor in the normalization of their psychophysical state, will arise. Therefore, the main component of social interaction and integration of war veterans, among whom there are many people with disabilities, in institutions of higher education is inclusion. An inclusive educational environment for war veterans, as a significant factor in the modernization of the educational process, ensures an increase in the degree of their participation in society and provides for the possibility of obtaining quality educational knowledge [30].

In modern higher education in Ukraine, the institution of an inclusive environment is considered an important component of the educational process, which provides an opportunity to achieve the educational and professional goals of higher education students with disabilities, which in this case are war veteran students. Of course, every student with a disability has certain characteristics and limitations that make learning difficult. There is no doubt that to work with war-disabled students, it is necessary to introduce special methods, pedagogical technologies, and inclusive technical means into the educational process. The identified problem is considered in the national context, as it concerns the category of citizens who in the future should form the basis of the productive forces of society. That requires providing them with quality education in accordance with their characteristics, needs, and capabilities.

In physical education for war veteran students in higher education we aim to integrate the means of inclusive physical education, using the basics of inclusive pedagogy. Since in Ukraine, there is practically no experience in creating an inclusive educational environment through physical education based on the use of information

and communication technologies for war veterans in institutions of higher education, we believe that the development of the direction of physical rehabilitation of war veteran students should be one of the priority tasks in the development of an inclusive environment in institutions higher education. At the same time, the most important task is to ensure a high level of health, work capacity, functional capabilities, and physical fitness of war veteran students. Efforts should be directed to the substantiation and creation of effective technologies of physical education, organized based on modern general scientific and special technologies of the theory, methodology, and practice of physical culture for war veteran students, which would ensure a high level of physical activity sub-objects of the educational process, optimizing the process of their adaptation in the environment of the educational institution and achieving the predicted results of the educational process.

Unlike the EU countries, in Ukraine, the development of an inclusive environment for students with disabilities of war veterans in higher education is at the initial stage and is partially implemented in the context of the development of physical education. However, the lack of use of the potential of physical culture, which contributes to the easy adaptation of students with disabilities of war veterans to the functioning of the academic environment of the institution of higher education and the improvement of the level of educational results of those obtaining higher education, was revealed.

The war that our society is currently experiencing, even in combination with the post-covid situation, is the «perfect incubator» for the growing burden on the health of students with disabilities. It is common knowledge that lifestyle is one of the key factors affecting health. The connection between lifestyle and human health – both physical and mental – has been proven. During his stay in the territory of hostilities, the war veteran was at constant risk. In later life, this can become a factor in mental disorders. As a result, staying in military zones, when returning to a peaceful environment, there is a probable threat of manifestations of the perception of the environment through the «military prism of reality».

There is no doubt that choosing behaviors that can be described as healthy lifestyles is crucial to preventing mental disorders. This is the conclusion reached by

the scientists after investigating individual and combined relationships between various aspects of everyday life and mental health of a representative sample of students with disabilities of war veterans.

Systematic consideration of factors that shape health (physical exercises, bad habits (smoking, alcohol, etc.), active recreation, etc.) directly affect inclusive immunity, and their implementation will help ensure a healthy lifestyle for each of the students with disabilities of war veterans. At the same time, it remains the problem of forming a valuable attitude of students with disabilities of war veterans to a healthy lifestyle.

Based on the study of the practical experience of the EU countries [7, 8, 12, 31], as well as the information obtained during the conducted scientific research, the directions of innovative pedagogical approaches in the development of an inclusive environment for students with disabilities of war veterans using physical education are outlined. They are:

- in the improvement of the physical space of the university, provision of special technical and teaching-methodical teaching aids, arrangements for conducting correctional-developmental and rehabilitation classes;

- human resources: increasing the level of professional competence of teachers; development of educational programs taking into account the needs of students with disabilities of war veterans, organization of group and collective forms of interaction, use of flexible strategies and methods of education, and their corrective direction.

This includes a set of health-preserving measures aimed at forming the interest of students with disabilities of war veterans in physical education and sports. At the same time, the development of an inclusive educational environment involves a variety of technologies that correlate with the individual functional and emotional state [18]. Such an inclusive approach requires adapted physical education strategies. In particular, it requires the introduction and development of inclusive physical education, inclusive motor recreation, creative (artistic and musical) body-oriented practices, and extreme types of motor activity. Modification of traditional sports and conducting optional activities on physical activities are examples of an inclusive style of physical education

[25, p. 15]involving the active participation of students with disabilities of war veterans.

Let's assume that, in order to create an inclusive environment in higher education, the Faculty of Education should move to a different educational paradigm. Its essence is that the physical culture of students with disabilities of war veterans becomes a non-directive process, with facilitation support, but actually a self-organized and autonomously developing process. One of the most important tasks of physical education remains to ensure a high level of health, work capacity, functional capabilities and physical fitness of students with disabilities of war veterans.

Based on the performed analysis, it was established that ensuring the effectiveness of physical education classes for students with disabilities of war veterans in higher education should be implemented in the direction of:

- socialization of students with disabilities of war veterans through interaction with teachers and other students;
- an adaptation of students with disabilities of war veterans who have functional limitations to the physical and social conditions of the educational environment;
- the formation of a fundamentally new worldview based on humanistic principles, as a result of which there is a qualitative rethinking and creative formation of students with disabilities of war veterans;
- development of basic physical and special qualities, increase in functional capabilities of body organs and systems, and use of preserved motor functions in students with disabilities of war veterans;
- promotion of a healthy lifestyle, formation and strengthening of the interest of students with disabilities of war veterans in health by conducting research and organizing educational events, communication campaigns, conferences, etc. in the field of health care at the university level.

According to the results of our search activity, pedagogical conditions for the development of an inclusive environment for war veterans in higher education through the means of physical education were identified:

- methodical support for the development of the motor activity of students with disabilities of war veterans;
- taking into account the determined motives and situational factors to ensure high physical activity of students with disabilities of war veterans during their studies;
- individualization of means and methods, depending on their physical condition.

The first condition ensures the use of forms, means and methods of physical education in the direction of achieving a developmental effect in the development of each component of motor activity; formation of knowledge about physical activity; manifestations of the functional capabilities of the main body systems; manifestations of physical capacity; development of physical qualities; a high level of health based on the formation of healthy lifestyle skills.

In connection with the above, there is a need for permanent monitoring of the needs of war veteran students for physical education classes in higher education institutions in full. It is possible to organize a separate location on the territory of the university and provide a real opportunity for war veteran students to gather and spend time together; mobilize of university resources in the field of inclusive physical activity and sports for rehabilitation, etc. Let us consider that this is necessary to form, together with war veteran students, the trajectory of physical activity with the choice of types and forms of physical education that can contribute to physical, social, and cognitive development as a result of physical training.

The efforts of the scientific and pedagogical community should be directed to the justification and creation of effective technologies of inclusive physical culture for war veteran students, which would ensure a high level of physical activity of the subjects of the educational process, optimize their cooperation, and achieve the predicted results of this process. Highly qualified educators must ensure that student veterans acquire the values of sport (respect, fair play, tolerance, etc.), support their skills, confidence, knowledge, and understanding to make good decisions about lifelong physical activity and promote personal well-being, healthy and active way of life.

The implementation of constructive approaches to the development of an inclusive environment for war veterans by means of physical education in the system

of higher education makes it possible to overcome the contradictions between the equality declared in our country in receiving educational services and the actual limitation of opportunities to use these rights for socially vulnerable groups of Ukrainian society.

As a result, based on the results of the study, scientific data on the need to develop an inclusive environment for war veterans in higher education institutions employing physical education should be one of the priority tasks. This will be facilitated by the implementation of specific pedagogical conditions for the development of an inclusive environment for war veterans through physical education: methodical support for the development of the motor activity of war veteran students; consideration of determined motives and situational factors; individualization of means and methods. However, this is an actual, complex problem that requires further thorough research.

## **Conclusions**

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.

There is no doubt that in the context of joining the EU, our state should give every person with a disability the opportunity to fully realize their potential, benefit society and become a full-fledged member of it. Our present is a change in value orientations in education and recognition of the diversity and uniqueness of each student. The above indicates the need in modern conditions to implement an inclusive model of higher education for students with disabilities in Ukraine, taking into account that the use of their intellectual resources will contribute to increasing the level of development of Ukraine's economy.



The creation of an inclusive educational environment in higher education is considered a complex social-pedagogical, theoretical-methodological, scientific-methodological problem, the solution of which is considered within the framework of an innovative educational system, designed taking into account the modern theoretical-methodological reflections of scientists and accumulated European experience..

Currently, Ukrainian society has faced the social task of socially integrating war veterans in all educational fields. The realization of their right to higher education involves, first of all, the implementation of educational activities and the introduction of innovative methods in the field of inclusive education. At about the same time, the problem of training competent personnel for the implementation and use of the best practices of the EU countries is gaining relevance.

### **Abstract.**

Ukraine's entry into the European Union requires an increase in the level of educational services for students with disabilities, as well as an improvement in the rather low state of methodical and scientific support for the process of obtaining higher education. Ensuring equal access to quality higher education for persons with disabilities involves the organization of integrated education and the creation of a special educational environment for them. In modern higher education in Ukraine, the institution of an inclusive environment is considered an important component of the educational process, which provides an opportunity to achieve the educational and professional goals of students with disabilities. The study of the experience of European countries in the field of higher education of students with disabilities within the framework of a single educational system gives reasons to state that, guided by general strategies and approaches, our country is on the way to implementing an individual trajectory of solving the outlined problem, given the existing national educational traditions, mentality, and the current geopolitical situation. Currently, in the situation of a prolonged war in Ukraine, the educational community faces new challenges: ensuring a full-fledged opportunity to obtain higher education for participants in hostilities, and above all for war veterans, among whom there are many

people with disabilities. In the development of an inclusive educational environment for students with disabilities and war veterans in higher education, we consider physical education as one of the priorities. It has been investigated that the implementation of constructive approaches to the development of an inclusive environment for students with disabilities in the system of higher education makes it possible to overcome the contradictions between the equality declared in our country in receiving educational services and the actual limitation of the opportunities to use these rights for socially vulnerable groups of Ukrainian society.

### References

1. Ainscow M. Promoting inclusion and equity in education: Lessons from international experiences. *Nordic Journal of Studies in Educational Policy*. 2020. № 6(1). P. 7–16.
2. Baglieri S., Bacon J. (2020). Disability Studies in Education and Inclusive Education. *Oxford Research Encyclopedia of Education*. 2020. 10.1093. <https://doi.org/10.1093/acrefore/9780190264093.013.1245>.
3. Baglieri S., Valle J. W., Connor D. J., Gallagher D. J. Disability studies in education: The need for a plurality of perspectives on disability. *Remedial and Special Education*. 2011. № 32(4). P. 267–278. <https://doi.org/10.1177/0741932510362200>
4. Bertills K., Granlund M., Dahlström Ö., Augustine L. Relationships between physical education (PE) teaching and student self-efficacy, aptitude to participate in PE and functional skills: with a special focus on students with disabilities. *Phys. Educ. Sport Pedagog.* 2018b. № 23 P. 387–401. <https://doi.org/10.1080/17408989.2018.1441394>.
5. Beatriz M.-G., Tomé M. F. The Inclusive Education in Europe. *Universal Journal of Educational Research*. 2016. № 4(2). P. 383–391, <https://doi.org/10.13189/ujer.2016.040210>.
6. Blick R. N., Saad A. E., Goreczny A. J., Roman K. L., Sorensen C. H. Effects of declared levels of physical activity on quality of life of individuals with intellectual

disabilities. *Research in Developmental Disabilities*. 2015. № 37, 223–229. <https://doi.org/10.1016/j.ridd.2014.11.021>.

7. Block M. E. A teachers' guide to including students with disabilities in general physical education (3rd ed.). Baltimore, MD: Paul H. Brookes. 2007.

8. Block M. E. Obrusnikova I. Inclusion in physical education: a review of the literature from 1995-2005. *Adapt. Phys. Activity*. 2007. Q. 24. P. 103–124. <https://doi.org/10.1123/apaq.24.2.103>.

9. Campos M. J., Ferreira J. P., Block M. E. Influence of an awareness program on Portuguese middle and high school students' perceptions toward peers with disabilities. *Psychological Reports*. 2014. № 115(3). P. 897–912. <https://doi.org/10.2466/11.15.PR0.115c26z7>.

10. Cochran-Smith M., Dudley-Marling C. Diversity in Teacher Education and Special Education The Issues That Divide. *Journal of Teacher Education*. 2012. № 63(4). P. 237–244.

11. Goodwin D. L., Watkinson E. J. Inclusive PE from the perspective of students with physical disabilities. *Adapted Physical Activity Quarterly*. 2000. № 17. P. 144–160. <https://doi.org/10.1123/apaq.17.2.144>.

12. D'Alessio S.; Verity D., Watkins A. Inclusive education across Europe: the move in thinking from integration for inclusion. *Revista de psicología y educación*. 2010. V. 5(1). P. 109–126. <https://hdl.handle.net/11162/221836>.

13. Education of persons with special needs. Normative base. URL: <https://imzo.gov.ua/osvita/zagalno-serednya-osvita/osvita-osib-z-osoblivimi-potrebami-normativna-baza/>

14. European Agency for Development in Special Needs Education. Teacher education for inclusion-Profile of Inclusive Teachers. Odense, Denmark: European Agency for Development in Special Needs Education. 2012.

15. Ferguson D. L. International trends in inclusive education: the continuing challenge to teach each one and everyone. *European Journal of Special Needs Education*. 2008. Vol. 23(2) P. 109–120. <https://doi.org/10.1080/08856250801946236>.

16. Haycock D., Smith A. Inclusive physical education? A study of the management of national curriculum physical education and unplanned outcomes in England. *Br. J. Sociol. Educ.* 2010. № 31. P. 291–305. <https://doi.org/10.1080/01425691003700532>.

17. Heroux J. R. Infusing disability studies within special education: A personal story. *Review of Disability Studies: An International Journal*. 2017. № 13(1). 63(4). P. 237–244.

18. Maxwell G., Granlund M., Augustine L. Inclusion through participation: understanding participation in the international classification of functioning, disability, and health as a methodological research tool for investigating inclusion. *Front. Educ.* 2018. 3:e00041. <https://doi.org/10.3389/feduc.2018.00041>.

19. Maftai A., Gherguț A. Spontaneous Representations of Disability and Attitudes toward Inclusive Educational Practices: a Mixed Approach. *Postmodern Openings*. 2021. № 12(2). P. 18–39. <https://doi.org/10.18662/po/12.2/295>.

20. Morley D., Bailey R., Tan J., Cooke B. Inclusive physical education: teachers' views of including pupils with special educational needs and/or disabilities in physical education. *Eur. Phys. Educ. Rev.* 2005. № 11. P. 84–107. <https://doi.org/10.1177/1356336X05049826>.

21. Kurth J. A., Morningstar M. E., Kozleski E. B. The persistence of highlyrestrictive special education placements for students with low-incidence disabilities. *Research and Practice for Persons with Severe Disabilities*. 2014. № 39(3). P. 227–239.

22. Lidor B. R., Hutzler Y. Including Students with Disabilities in a physical education. Teacher Preparation Program: An Institutional Perspective. *ResearchGate*. 2019. 1–19. <https://doi.org/10.5772/intechopen.85268>.

23. Page A., Anderson J., Charteris J. Including students with disabilities in innovative learning environments: a model for inclusive practices. *International Journal of Inclusive Education*. 2021. № 4(21). <https://doi.org/10.1080/13603116.2021.1916105>.

24. Pogoda T. K., Levy C. E., Helmick K., Jo Pugh M. Health services and rehabilitation for active duty service members and veterans with mild TBI. *Brain Injury*. 2017. № 31(9). P. 1220–1234. <https://doi.org/10.1080/02699052.2016.1274777>.

25. Tant M., Watelain E. Forty years later, a systematic literature review on inclusion in physical education (1975-2015): a teacher perspective. *Educ. Res. Rev.* 2016. № 19. P. 1–17. <https://doi.org/10.1016/j.edurev.2016.04.00>.

26. Stepaniuk I. Inclusive education in Eastern European countries: a current state and future directions. *International Journal of Inclusive Education*. 2018. № 5. P. 328–352. <https://doi.org/10.1080/13603116.2018.1430180>.

27. Steinhardt F., Ullenhag A., Jahnsen R., Dolva A.-S. Perceived facilitators and barriers for participation in leisure activities in students with disabilities: Perspectives of students, parents and professionals. *Scandinavian Journal of Occupational Therapy*. 2019. № 6(19) P. 121–135 <https://doi.org/10.1080/11038128.2019.1703037>.

28. Udych Yu. Z. Formation of subject-spatial environment of inclusive educational environment. *Pedagogical Press*. 2018. № 1(85), 85–96.

29. UNICEF. *Inclusive education: Including children with disabilities in quality learning: What needs to be done?* 2017. [https://www.unicef.org/eca/sites/unicef.org.eca/files/IE\\_summary\\_accessible\\_220917\\_brief.pdf](https://www.unicef.org/eca/sites/unicef.org.eca/files/IE_summary_accessible_220917_brief.pdf).

30. United States Agency for International Development (USAID). Best practices in inclusive education for children with disabilities: *Applications for program design in the Europe & Eurasia Region*. Retrieved July 15, 2016, from [https://pdf.usaid.gov/pdf\\_docs/PA00HPH4pdf](https://pdf.usaid.gov/pdf_docs/PA00HPH4pdf).

31. Voltz D. L., C. Fore III. City special education in the context of standards physical education form. *Physical education is special and special education*. 2006. № 27(6). P. 329–336.

32. Walker G. Inclusive education in Romania: policies and practices in post-Communist Romania. *International Journal of Inclusive Education*. 2009 . Vol. 14(2). 165–181/ <https://doi.org/10.1080/13603110802504192>.

**Information about the authors:**

**Blavt Oksana Zinovievna**

Doctor of science (Education), Full Professor  
Professor of the Department Of Physical Education  
Lviv Polytechnic National University (Lviv Ukraine),  
Str. Bandera, 12, Lviv, 79013, Ukraine

**Vovk Ihor Volodymyrovych**

Candidate of pedagogical sciences,  
Head of the Department Of Physical Education  
Lviv National University of Nature Management (Ukraine)  
str. V. Velykiho, 1, 80381,  
Dublyany, Zhovkivskyi district, Lviv region

**Stadnyk Volodymyr Volodymyrovych**

Candidate of physical education and sports sciences,  
Associate professor of the Department Of Physical Education  
Lviv Polytechnic National University (Lviv Ukraine),  
Str. Bandera, 12, Lviv, 79013, Ukraine