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## ГЕНЕРУВАННЯ ПЕДАГОГІЧНИХ ОСНОВ ФОРМУВАННЯ ІНКЛЮЗИВНОГО ОСВІТЬОГО СЕРЕДОВИЩА У ВИЩІЙ ШКОЛІ ЗАСОБАМИ ФІЗИЧНОГО ВИХОВАННЯ

**Анотація.** У статті розглянуто питання інклюзивного освітнього середовища у вищій школі в аспекті сучасних тенденцій розвитку українського суспільства. Установлено, що важливим кроком на шляху подолання проблеми соціальної адаптації та інтеграції осіб з особливими потребами, як одного із ключових пріоритетів сучасної української соціальної й освітньої політики, є забезпечення можливості надання якісних освітніх послуг усім без винятку. В умовах активних пошуків ефективних рішень такої ситуації доцільним видається вивчення можливостей використання фізичного виховання задля інтеграції осіб з особливими освітніми потребами в освітнє середовище системи вищої освіти. Мета дослідження: виявлення та обґрунтування педагогічних основ формування інклюзивного освітнього середовища у вищій школі засобами фізичного виховання. Методи дослідження: теоретичний аналіз, систематизація, порівняння різних поглядів на досліджувану проблему, узагальнення даних науково-методичної та спеціальної літератури. За результатами наукової розвідки, виявлено, що формування інклюзивного освітнього середовища передбачає докорінний перегляд теоретико-методологічних основ фізичного виховання, ліквідацію організаційних й методичних бар'єрів, розроблення і впровадження нових сучасних підходів та технологій, реалізацію інклюзивних практик фізичного виховання для студентів з особливими освітніми потребами. Визначено, що зазначене реалізується відповідно до кількох вимірів: соціального (забезпечення доступності ресурсів фізичного виховання; особистісного (особистісний розвиток, освоєння нових знань, формування і розвиток умінь і навичок з фізичного виховання); когнітивного (формування розуміння специфіки процесу фізичного виховання, пошук та використання різноманітних шляхів і засобів фізичного виховання студентів з особливими освітніми потребами на практиці). Висновки. Підсумки здійсненої наукової розвідки дають підставу констатувати нерозривний взаємозв'язок в організації інклюзивного освітнього середовища процесів навчання та фізичного виховання. Визначено перспективи вдосконалення цього процесу у площині використання усіх потенцій фізичного виховання. Пріоритети педагогічного процесу фізичного



виховання, спрямованого на усунення наявних негативних тенденцій у фізичному розвитку та стану здоров'я студентів з особливими освітніми потребами, скеровані на втілення інклюзивних підходів у формуванні педагогічних технологій фізичного виховання.

**Ключові слова:** інклюзія, освітнє середовище, студенти з особливими освітніми потребами, фізичне виховання.

## GENERATION PEDAGOGICAL FUNDAMENTALS THE FORMATION OF AN INCLUSIVE EDUCATIONAL ENVIRONMENT IN HIGHER EDUCATION BY MEANS OF PHYSICAL EDUCATION

**Abstract.** The article considers the issue of inclusive educational environment in higher education in terms of current trends in Ukrainian society. It is established that an important step towards overcoming the problem of social adaptation and integration of people with special needs, as one of the key priorities of modern Ukrainian social and educational policy, is to provide such people with the opportunity to provide quality educational services. In the conditions of active search for effective solutions to such a situation, it seems expedient to study the possibilities of using physical education for the integration of persons with special educational needs into the educational environment of the higher education system. The purpose of the study is to identify and substantiate the pedagogical foundations of the formation of an inclusive educational environment in higher education by means of physical education. Research methods: theoretical analysis, systematization, comparison of different views on the researched problem, generalization of data of scientific-methodical and special literature. Results: It was found that the formation of an inclusive educational environment involves a radical revision of the theoretical and methodological foundations of physical education, elimination of organizational and methodological barriers, development and implementation of new modern approaches and technologies, implementation of inclusive physical education practices for students with special educational needs. The pedagogical conditions for ensuring the formation of an inclusive educational environment in higher education in the process of physical education: methodological support; the focus of the content on the implementation of inclusive approaches based on individual approach and differentiated approaches. Conclusions. The results of scientific research give grounds to state the inseparable relationship in the organization of an inclusive educational environment of learning and physical education. Prospects for improving this process in terms of using all the potentials of physical education are identified. The priorities of the pedagogical process of physical education, aimed at eliminating the existing negative trends in physical development and health of students with special educational needs are aimed at implementing inclusive approaches in the formation of pedagogical technologies of physical education.

**Keywords:** inclusion, educational environment, students with special educational needs, physical education.

### INTRODUCTION

**The problem formulation.** All national documents, including the Constitution of Ukraine, the Law on Education, etc., as well as international documents ratified by Ukraine, in particular the United Nations Convention on the Rights of Persons with Disabilities, define the rights of everyone to provide quality educational services. The draft National Strategy for the Development of Inclusive Education for the period 2020–2030 defines new conceptual approaches to the education of people with disabilities in an inclusive educational environment (Mukan, N., & Kozibroda, L., 2021). Equality and accessibility of educational services should guarantee equality, accessibility and unrestricted social, educational and other perspectives for everyone, by providing equal conditions for people with different levels of opportunities. Therefore, ensuring 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.

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.

**Analysis of recent research and publications.** In the literary work today scientists are actively exploring various aspects of the organization and functioning of an inclusive educational environment (Baglieri, S., Bejoian, L. M., Broderick, A., Connor, D. J. & Valle, J. W. 2011; Heroux, J. R., 2017). The prospects of this path in solving the problems of people with special needs are confirmed by the research achievements of Ukrainian and foreign scientists (Bondar, K. M., 2019; Baglieri, S., & Bacon, J., 2020; Steinhardt, F., Ullenhag, A., Jahnsen, R., & Dolva, A.-S., 2019).

It is determined that inclusive education of people with special educational needs is closely connected with the democratization of society, the transition of education to the humanistic model (Baglieri, S., & Bacon, J., 2020). Peculiarities of inclusive education are substantiated in a certain list of scientific works (Baglieri, S., Bejoian, L. M., Broderick, A., Connor, D. J. & Valle, J. W. 2011; Steinhardt, F., Ullenhag, A., Jahnsen, R., & Dolva, A.-S., 2019). Issues of improving existing and developing new scientific models of educational practices for people with special educational needs are raised (Sönmezöglü, U., Tosun, A., & Yıldız, K., 2021; Page, A., Anderson, J. & Charteris, J., 2021). We are actively searching for and developing approaches to teaching students with special educational needs (Steinhardt, F., Ullenhag, A., Jahnsen, R., & Dolva, A.-S., 2019; Page, A., Anderson, J. & Charteris, J., 2021). New conceptual approaches to the education of people with disabilities are identified, the creation of various conceptual and structural models is analyzed (Cassese, F.P., & Raiola, G. 2017; Page, A., Anderson, J. & Charteris, J., 2021).



A number of works are devoted to the analysis of European-oriented educational policy and the possibilities of integrating such experience (Bondar, K. M., 2019; Udych, Yu. Z., 2018). 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 (Mukan, N., & Kozibroda, L., 2021).

In the context of the development of inclusive educational and pedagogical processes, the introduction of health components of the oriented educational paradigm is considered (Wouters, M., Evenhuis, H. M., & Hilgenkamp, T. I. M. 2020). Significant are the scientific achievements that highlight the leading place of physical development in the general development of students with special educational needs, a high level of which is a factor in stimulating the development of other opportunities, qualities, functions (Özkan, Z., & Kale, R., 2021). In addition, physical development determines the state of health and determines the functionality of the body's systems (Cavanaugh, L. K., 2017). In the formation of physical development a decisive place is given to the means of physical education (Cassese, F. P., & Raiola, G., 2017).

However, despite the availability of such studies, it should be noted that the integration of physical education in the educational process of people with disabilities is often only declarative. It is determined that for the most part physical education in higher education institutions of students with special educational needs is now discrete and does not meet the needs of practice. It has also been established that achieving the leading component of the global goal of physical education - strengthening mental and physical health, is at best partial.

Thus, in terms of active search for effective solutions for the formation of a quality educational environment in higher education, it seems appropriate to study the possibilities and ways of widespread use of physical education in this process. First of all, it involves revision of theoretical and methodological foundations, elimination of organizational and methodological barriers, development and implementation of new concepts, modern approaches, innovative technologies, implementation of integrative and inclusive educational practices, etc. in the process of physical education.

**THE PURPOSE OF THE RESEARCH** is to identify and substantiate the pedagogical foundations of the formation of an inclusive educational environment in higher education by means of physical education.

**RESEARCH METHODS:** theoretical analysis, systematization, comparison of different views on the researched problem, generalization of data of scientific-methodical and special literature.

#### **RESULTS OF THE RESEARCH**

First of all, for the implementation of scientific intelligence in a certain direction, we note that the basis of inclusive education is an ideology that excludes any discrimination against higher education. An inclusive educational environment provides equal treatment for all, while creating special conditions for the education of students with special needs (Bondar, K. M., 2019). Such inclusive education involves the creation of an educational environment that would meet the needs and capabilities of each student, regardless of the peculiarities of their psychophysical development (Heroux, J. R., 2017).

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" (Baglieri, S., Bejoian, L. M., Broderick, A., Connor, D. J. & Valle, J. W. 2011; Heroux, J. R., 2017). 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 (Bondar, K. M., 2019).

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 transfer the concept of inclusion in the field of physical education, then inclusive education can be interpreted as providing additional support to students who for one reason or another can not take an active and meaningful part in the educational process. At the same time, we believe that it is important for modern pedagogical theory and practice of physical education to rationally build this process for students with special needs, taking into account a complex of a large number of individual characteristics. Therefore, physical education for students with special educational needs should be formed in the form of a flexible, individualized system of physical improvement in higher education.

In general, physical education is seen as an effective means of ensuring the continuity of education, the path to its democratization, humanization and variability (Cavanaugh, L. K., 2017). Theoretical analysis of psychological and pedagogical literature and legal documents led to the conclusion that physical education for students with special educational needs is a new universal humanistic form of organization of this process, which creates conditions for active use of scientific and educational potential of higher education institutions for students with special needs. .

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 (Udych, Yu. Z., 2018). Physical education helps to solve this problem effectively.

Based on the available information, 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 special educational 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.



We believe that the development of physical activity of students with special educational needs in the process of physical education is due to the special organization of this process aimed at preventing existing negative trends in physical development, health targeted impact on physical activity taking into account the age of its components, movements, functional capabilities of body systems, motor qualities, relevant knowledge and skills to implement them in practice) to achieve the highest individual level, which provides a full, productive life and activities of students with special educational needs in higher education. The latter is carried out on the basis of modern pedagogical technologies and in this case serves as those external factors that can affect the individual psychophysical development of the individual in the learning environment.

Pedagogical technologies of inclusive physical education are a set of techniques used in the organization of physical education of students with special educational needs, which reproduce the following components: goals, principles of implementation, meaningful and methodological, organizational forms, means of physical education and more (Cavanaugh, L. K., 2017). The integration of technologies of inclusive physical education into the educational process is a promising model of organizing this process to achieve certain goals.

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 (Sönmezoğlu, U., Tosun, A., & Yıldız, K., 2021), there are opinions 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 special educational 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 special educational 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 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 (Cavanaugh, L. K., 2017). 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 (Mukan, N., & Kozibroda, L., 2021). 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.

Given the information of literature sources, taking into account the data of scientific research, we consider it necessary to develop and substantiate the concept of forming an inclusive educational environment in higher education by means of physical education using physical education technologies at theoretical, methodological and practical levels. This presupposes a proper substantiation of the principles of this process, determination of effective conditions for its implementation on the basis of comprehension and objective assessment of the achievements of domestic science and practice and world experience in this field. We believe that the implementation of physical education of students with special educational needs in the higher education system creates appropriate preconditions for the realization of their rights and opportunities, active participation in public and university life on an equal footing with other members of society in meeting their specific educational needs.

The methodological level reflects the relationship and mutual influence of fundamental scientific approaches to the study of the problem, which are the basis for combination of content, features, concepts, principles of physical education for students with special educational needs.

The theoretical level defines a complex system of initial concepts, definitions, theoretical bases, without which it is impossible to form a qualitative inclusive educational environment with the use of physical education technologies. These are primarily components of the structure of physical education; theoretically substantiated system of physical education for students with special educational problems with the use of technologies of inclusive educational environment.

We are impressed by the opinion (Baglieri, S., & Bacon, J., 2020), that in higher education institutions an inclusive educational environment should first of all provide a high level of interactivity of learning, which necessitates an individual approach to students with special educational needs in the process of their physical education.

The practical level involves the implementation of all components of the system of inclusive educational environment using the technologies of physical education. At the same time, it is especially important and necessary to solve problems related to the formation of an inclusive educational environment using physical education technologies is the introduction



of an effective internal quality assurance system that meets the requirements and expectations of students. international educational standards.

Researchers' research on inclusive issues is conducted in line with progressive world trends and is characterized by an innovative strategy: from institutionalization to inclusion. Innovative methodology is based on the principles of identifying the talents of each individual with developmental problems, creating conditions for their successful development and self-realization in life for their adaptation to learning in the academic environment of the university.

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 special educational 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.

Finally, we note that the rational construction of the process of physical education for the development of inclusive educational environment requires systematic pedagogical and medical control over the physical development of students with special educational needs, as well as the development of unified programs of in-depth medical and biological examination in the process of individual training. use of effective methods to identify indicators of physical capabilities and comprehensive assessment in accordance with the individual and gender characteristics of the body of students with special educational needs.

However, in the process of forming an inclusive educational environment there are also many obstacles: physical, informational, institutional, mental. It is important to be able to identify them and look for physical education technologies to overcome these obstacles. It should be borne in mind that this process has an integral, interdisciplinary nature, which reflects the current complex trends of scientific knowledge, to better understand 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 on the basis of using all the potentials of physical education in this process.

### CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

The results of scientific research give grounds to state the inseparable relationship in the organization of an inclusive educational environment of learning and physical education. Based on the analysis of a number of normative-legal and research materials, the key priorities of the national educational policy on the integration of persons with special educational needs into a single general inclusive educational environment by means of physical education are revealed.

Priorities of the pedagogical process of physical education, aimed at eliminating the existing negative trends in physical development and health of students with special educational needs and aimed at implementing inclusive approaches in the formation of pedagogical technologies of physical education. The latter is manifested in the development of programs based on the use of differentiated physical education in order to individualize this process; selection of appropriate strategies, methods, technologies and techniques of physical education for students with special educational problems; creating conditions conducive to an effective process of physical education.

We see prospects for further research in the development of a model of physical education in higher education in order to form an inclusive educational environment.

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