

SECTION 10. THEORY AND METHOD OF EDUCATION

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10.1 Educational inclusion dimensions in the concept of adaptive physical education

The change in emphasis in the interpretation of the concept of disability leads to the need to provide a comprehensive approach to creating conditions that would contribute to the full implementation of educational inclusion. Over the past decade, the educational policy of many European and leading countries in the world regarding students with disabilities has undergone significant changes [188, 195]. The treatment of this educational group of people as patients who only need to be cared for and who cannot participate in active social life has changed to the treatment of them as full members of society with equal rights to other citizens of the country.

However, many countries, including Ukraine, do not take these changes into account when formulating state educational policies for students with disabilities, giving priority to the "medical" rather than the "social" approach in this matter, which affects the content and quality of the measures aimed at reducing the negative consequences of "disability". And most importantly, it does not contribute to the wider involvement of persons with disabilities in obtaining an education, but, therefore, to the realization of their rights as full-fledged citizens of the country.

Given the permanent increase in Ukraine, as a result of Russia's military aggression, the increase of persons with disabilities, attention to the topic of disabilities has intensified today, scientists of various fields continue to research various aspects of this problem and create, on their basis, the development of methods of work, education and training for the implementation of their inclusion.

There is a lack of knowledge about how inclusive should be implemented in practice. Researchers on this issue [196] point to the need to transform this process and its structure in order to achieve its effectiveness.

Scientists [197, 199] are united in the opinion that an effective way to reduce the educational maladjustment of students with disabilities is to involve them in systematic adaptive physical activity (APA) classes. There is now a fairly extensive body of empirical research on the relationship between APA classes and the educational inclusion of students with disabilities.

Note that full-fledged physical activity (PA) is often the first thing that a person with a disability loses as a result of a serious injury. At first, such individuals face limitations everywhere. In the future, problems with self-esteem and self-realization arise. As a result, a person with a disability seems to be on the sidelines of society. Often – on one's own initiative. So, there are ideas [189], that physical injuries are a factor in psychological problems.

We like the idea [195], that the essence of APA is to integrate students with disabilities into full-fledged student life with the help of physical activity. The return occurs not only due to the individual's adaptation to the educational environment, but also vice versa - through the creation of appropriate conditions. That is, the process may include the adaptation of already existing types of APA and up to the cultivation of individual sports for students with disabilities in various educational institutions.

First of all, in order to carry out scientific research in a certain direction, let's distinguish the concept of "physical activity" – a term that includes involvement in sports, dancing or any type of physical exercise [193]. The semantic structure of the concept of "physical adaptive activity" (APA) consists of two components: "adaptive physical culture" and "adaptive sport" (AS). To avoid terminological inaccuracies, we need to correctly define both components [190].

There are many definitions in the APA literature that can be found in textbooks, journal articles, and other sources. Most of these definitions are very general to cover as many cases and situations as possible, thus reducing the sensitivity of the term.

The concept of "Adaptive physical activity" refers to a specific field and has been introduced in the EU since the early 1980s as a concept that integrates participation in the context of PA. In general, it means participation in both personalized and general physical activity programs in various fields of application

[198]. Therefore, currently, researchers in the field are actively studying issues related to the involvement of students with disabilities in physical activity, recreation and sports during education.

In general, the concept of "APA" is multi-meaningful and multi-functional. So, on the one hand [190], APA is a profession, scientific discipline, and body of knowledge, as well as service delivery, advocacy, and empowerment systems that were created specifically to make physical activity healthy, enjoyable, and accessible to all. Along with ensuring equal rights to sports education, training, medicine, recreation, competition and performance of students with disabilities. The latter aims to ensure both physical and psychosocial development of such students.

On the other hand [198], APA is an interdisciplinary collection of practical and theoretical knowledge aimed at eliminating impairment, activity limitation and participation in physical activity. In our research, we present APA as an academic field of study that supports an attitude of acceptance of difference, advocates for access to active lifestyles and sports, and promotes innovative inclusive support and empowerment for students with disabilities.

Some sources position [199], APA as a professional discipline of kinesiology/physical education/sport and human movement sciences that targets students who need adaptations to participate in PA contexts. As an interdisciplinary collection of practical and theoretical knowledge, APA aims to eliminate the limitations of students with disabilities in PA and participation in all possible forms of its implementation. That is, let's consider that this is an inclusive program, based on the philosophy that every student with a disability with physical or psychological diseases, without exception, receives physical education during education.

From an educational perspective [188], APA is research, theory, and practice aimed at students of all ages who are underserved, underresourced, or unable to obtain equal opportunities and rights to PA. Research, theory, and practice related to needs and rights in both inclusive and separate APA education programs.

APA, as a term [196], combines all types of PA that contribute to the expansion of opportunities for students with disabilities, that is, with impairment of certain

functions, as well as students who need pedagogical, therapeutic, and technical adaptive support.

APA is directed at engaging students with disabilities in PA, but its principles may also apply to students who are obese, older students, young adults, and any other individual differences that may limit participation in regular (non-adapted) PA.

In our study, we position APA as a concept of individualizing learning, matching personal strengths and interests with appropriate activities, and adapting the educational environment to promote full participation in PA of students with disabilities.

Note that, unlike physical therapy, APA is devoted to the concepts of empowerment and ecological validity [191]. This means that participants' PA is self-directed and directed toward mastery and physical excellence.

It is also worth highlighting the concept of "adaptive physical education" (APA). Globally, the APA definition is the art and science of designing, implementing, and monitoring a carefully designed program of study for students with disabilities, based on comprehensive assessment, to provide such students with the skills necessary for fulfilling lives, leisure, recreation, and sports activities to improve physical form and well-being.

In scientific works [194], APA is considered an individualized training program designed for students with disabilities that ensures success in physical education. According to other sources, APA is a science that studies various aspects of physical education of people who have lost any body functions, including motor ones, for a long time or forever.

In the context of the APA, "to adapt" means to accommodate or adapt modifications to meet the needs of students with disabilities, and defines physical education as the development of physical qualities, basic motor skills (throwing, catching, walking, running, etc.), aquatic skills sports, dances, individual and group games, sports.

APA is a relatively new direction in the domestic system of education and science, which studies aspects of physical education of students with disabilities and

related physical limitations. By definition [196], the main goal of APA is the formation and development of motor activity, physical and psychological abilities that ensure the adaptation of a person to his state of health, environment, society and various types of activities.

In certain scientific sources [196, 197], attention is focused on the impact of classes with APA on the motor and mental spheres of students with disabilities. According to empirical data, APA proves its effectiveness in many ways. APA helps integrate students with disabilities into a typical physical education class by modifying activities and games to make it more accessible.

APA encourages and focuses on physical fitness, sports and movement skills. It has been noted [191], that APA classes allow students with disabilities to learn to take turns, participate in group games, and improve their endurance, balance, strength, and coordination skills while working on to make classes fun and educational.

It is believed [195], that APA promotes PA as part of an active lifestyle by providing the development of basic motor skills, improving self-esteem, ensuring physical independence, reducing complications related to health disorders, and enabling students with disabilities to successfully realize themselves in a regular academic environment.

As stated [194], APA has significant potential for correction and improvement of motor skills of students with disabilities, especially children. A significant number of physical exercises and the variability of their performance allow you to select appropriate combinations for each case.

According to sources [190], APA is a social phenomenon, the main goal of which is the social inclusion of students with disabilities, and their treatment with the help of physical exercises and physiotherapeutic procedures. The APA process is generally directed at the adaptation of students with disabilities to the physical and social conditions of the environment.

Maximum development with the help of APA tools and methods of vitality of students with disabilities, maintaining their optimal psychophysical condition provides an opportunity to realize their creative potential and achieve significant results, not

only in comparison with the results of students without disabilities but also to exceed them. We support scientific ideas [188], that for many students with disabilities, APA is the only way to "breakthrough" a closed space, enter society, find new friends, get an opportunity for communication, full emotions, and knowledge of the world, which is what APA defines as means of educational inclusion.

Nowadays, the concept of adaptive physical recreation (APR) has been introduced into scientific circulation. As defined [190], its content is aimed at the activation, maintenance and recovery of physical forces, which are spent by persons with disabilities during any activity: work, study, sports and for the prevention of fatigue, for entertainment, interesting spending of free time, health improvement, "increasing level of viability through satisfaction".

Scientists are united in the opinion [192, 196] that physical activity and especially sports are the most effective means of educational inclusion. It is believed that the main idea of APA in social inclusion is to ensure the psychological comfort and interest of people participating in it due to the complete freedom of choice of means, methods and forms of classes. APA differs from APR in the presence of its content of a significant amount of sports games and recreational activities, purposefulness to encourage sports activities, if possible, the largest number of participants: equally students with disabilities and healthy students.

According to the WHO (World Health Organization) definition [195], the inclusion of students with disabilities should be the result of their rehabilitation. Social inclusion is positioned as a symbiosis of those processes, thanks to which students with disabilities are "included" in the social community in order to maintain a certain balance in public relations by social groups. This implies their active participation in the main areas of activity and life of society, its "inclusion" in social structures designed for healthy students, related to educational, professional and other spheres of life.

Scientific achievements that highlight the leading place of APA in the general physical development of students with disabilities are of significant importance, the high level of which is a factor in stimulating the development of other capabilities,

qualities, and functions. In addition, physical development determines the state of health and determines the functional capabilities of body systems.

It is relevant in our work to consider the following concept "adaptive sport" (AS). Researchers position [192, 193] this phenomenon as an activity aimed at the formation of students with disabilities at a high level of sportsmanship and their achievement of the highest results in various types of competitive activities of students with similar health conditions. Through participation, many students with disabilities feel, sometimes for the first time in their lives, that they have a new identity that is connected to sports and not to their disabilities.

AS, integrating the following areas: the Paralympic movement, the Special Olympics and the World Deaf Games ("Silent Games"), covers students with disabilities of almost all nosologies [192]. According to the opinion [190], the significance of AS is that the psychological effect of sports training and competition facilitates the compensation of physical, mental and social changes in the personality of students with disabilities; increases psycho-emotional stability, normalizes social significance in conditions of stress. Dosed use of increased physical exertion during sports reveals the body's reserve capabilities, increases communicative activity.

AS differs from APA in its adaptive and health-improving orientation and its focus on achieving, first of all, mutual understanding, empathy, mutual assistance and friendly relations that ensure the unification of people with different physical abilities. AS provides people with disabilities with improved leisure activities throughout their lives and assistance to improve their quality of life.

Using the available information, it can be determined that AS is not just a recreational or competitive type of physical activity for students with disabilities. Note that very often AS is used interchangeably with inclusive sports, however, these two concepts are different. AS allows you to modify the training process to make it more accessible compared to a similar sport. Instead, inclusive sports allow athletes with disabilities to compete with athletes without disabilities.

However, there are many barriers to those who want to participate in AS, and although limitations do not completely limit participation Over time opportunities and investment in AS have increased, however, financial, educational and medical barriers

limit the participation of people with disabilities in sport at the amateur, professional and Paralympic levels. This is practically absent in AS, whose main goal is to encourage people to PA.

It was found that social inclusion with AS tools is implemented in the activation of the process of inclusion of students with disabilities in the life of society, participation in socially useful activities, self-realization, promotion of the acquisition of life experience, assimilation of social norms, rules of behavior, etc. AS is positioned as a necessary condition for spiritual and physical development, a fundamental basis for independence in life and preparation for work.

Therefore, measures of educational inclusion with AS tools are very important both for students with disabilities and for society as a whole due to the fact that effective sports and health work is directly related to economic profitability, increased work capacity, reduction of diseases, activation of social and professional activities.

Based on this, we understand that the specifics of APA as a tool of educational inclusion is to create conditions that would help people with disabilities realize their rights on an equal basis with other citizens. At the same time, in recent decades, APA has been intensively researched and provides a scientific basis for a wide range of problems, in particular as a means of educational inclusion: in the course of a number of theoretical and empirical studies, the necessity of wide application of APA means in educational inclusion for the integration and adaptation of students with disabilities has been proven. Currently, there is an intensive change in the paradigm of educational inclusion, that is, a new vision of this process in the aspect of APA.

Thus, the evolution of lifestyles, together with the expansion of access to APA for students with disabilities, initiated a modification of the perception and social meaning of APA, emphasizing the educational and social value and reducing the competitive component. In this perspective, APA is based on what a person is capable of doing. Therefore, an inclusive APA is formed in relation to the various characteristics of certain groups of students, which differ not only in physical condition but also in age, context and expectations, etc. Belonging to a group, working in a group is an experience necessary for personal growth in its inclusive dimension. The latter involves APA's focus on creating a foundation for gaining social experience, inclusion

in social life, professional training and retraining, opportunities for socially useful work, material support, etc.

The results of the analysis of the researchers' work make it possible to conclude that the paradigm of social inclusion is changing intensively, that is, a new vision of this process in the aspect of APA, which consists in a significant increase in its social significance, a revision of worldview principles, the deployment of integrative processes, etc. It is established that APA and AS are fully integrated into public life. It was found that the social inclusion of persons with disabilities using APA tools is a complex and dynamic process that continues throughout life.