

SECTION 2. PHYSICAL CULTURE, PHYSICAL EDUCATION

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2.1 Innovative practices of inclusive physical education of of war veteran students 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. Taking into account the fact that hostilities on the territory of Ukraine have been going on for 10 years in a row, the number of veterans of the russian-ukrainian war is increasing, especially rapidly during the last two years. As a result of the long-term aggression of the russian federation in Ukraine, there are currently 1,2 million veterans with disabilities as a result of the russian-ukrainian war [24]. It is predicted [29], that the number of persons who will have this status after the war will increase at least 4 times and may reach 5 million.

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) [24], 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 [25].

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.

Having analyzed and taken into account the current level of research on the identified issues, in our opinion, it is worth taking a broader look at the concept and

process of rehabilitation of veterans with disabilities. In our scientific search, we are guided by the fact that the rehabilitation of disabled former combatants is a complex process that is accompanied by numerous obstacles and, therefore, complicated by many factors. Especially if it takes place in the space of a higher education institution and under martial law.

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.

Physical education develops the physically literate individual through deliberate practice of well-designed learning tasks that allow for skill acquisition in an instructional climate focused on mastery.

Physical education addresses the three domains of learning: cognitive or mental skills related to the knowledge of movement; affective, which addresses growth in feelings or attitudes; and psychomotor, which relates to the manual or physical skills related to movement literacy.

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.

We focus on the influence of physical education classes on the motor and mental spheres of students with disabilities, as well as the use of adaptive sports classes as a means of social rehabilitation in the conditions of a higher school. In addition, physical

education is an effective tool for students with disabilities in terms of positive impact on quality of life, as well as their functional status. In particular, in the EU and in the developed countries of the world, physical education is considered as a tool for providing students with disabilities a social «exit», along with improving physical skills [27].

Based on the study of the practical experience of the EU countries [23, 25, 27], 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 [23]. 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 [29] 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.

Some cases, enrollment in a physical education class is not feasible. But it is still possible to incorporate physical activity and healthy lifestyle habits into a special education curriculum:

- take frequent «movement breaks» by going for a walk, learning to jump rope or spending 10 minutes on a playground;

- develop a daily 15 minute workout routine;

- get permission to use the school's weightlifting room – sometimes curiosity about various machines is enough to jump-start an individualized exercise program;

- follow through on the student's interest in a specific sport, such as tennis or gymnastics, and develop a fitness routine around that.

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.

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.