

SECTION 1. EDUCATION SCIENCE

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1.1 Inclusive physical education of students with disabilities in the aspect of comprehensive rehabilitation

Since the armed aggression of Russia on the territory of Ukraine in 2014, society and the state have faced a challenge, when a large number of people from among the participants in hostilities and the civilian population acquired the status of disability due to injuries. After the start of the full-scale invasion, the number of injuries, including multiple blast injuries, increased significantly [2].

As a result, in the conditions of a long war, the number of students with disabilities due to injuries in institutions of higher education is permanently increasing. Institutions of higher education are tasked with creating all the conditions for restoring functions lost as a result of injuries and improving the health of students with disabilities [8], which additionally actualizes the stated problem in connection with the long-term hostilities in the territory of Ukraine.

The relevance of the identified issues is determined by the fact that everyone can face in Ukraine today – injuries as a result of military operations. The «degree» of the importance of restoring lost functions as a result of the injuries of students who received disabilities due to as a result of the war significantly increased after the start of a full-scale war in Ukraine.

Due to the consequences of the war, one of the phenomena observed today is the increasing burden on the education system. Accordingly, the higher school, as a social institution, faces the task of creating the most possible favorable conditions for the implementation of the process of restoration of damaged functions in students with disabilities.

Normative provisions of the European Union and leading countries of the world confirm the right of persons with disabilities to receive quality education without any manifestations of discrimination [10]. 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 [11].

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. Despite the war, Ukraine consistently continues to implement important changes in institutions of higher education in order to create conditions for the effective rehabilitation of persons with disabilities owing to of the russian-Ukrainian war, who acquire the status of students.

The current transformation of the pedagogical paradigm of a modern higher school from an authoritarian to a person-oriented model of education involves the elimination of isolation in the process of obtaining higher education for any category of students. Let us consider that the formation of a safe and healthy educational environment requires modernizing the process of educational 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.

However, many countries, including Ukraine, do not take these changes into account when formulating educational policies for students with disabilities. Therefore, priority is given to the «medical» approach in this matter, which affects the content and quality of measures aimed at reducing the negative consequences of «disability» in the environment of a higher education institution. Most importantly, it does not contribute to the wider involvement of students with disabilities in participation in the life of the

university, the realization of their opportunities in motor activity, but, therefore, inclusion.

There is no doubt, that in the near future Ukraine needs effective methods of rehabilitation, which will be based on real data and needs of students with disabilities due to the war. Which additionally actualizes the stated problem in connection with long-term hostilities on the territory of Ukraine, and, therefore, a permanent increase in students with disabilities due to war in institutions of higher education.

The need for a thorough and effective analysis of the possibilities of higher education institutes in the implementation of complex rehabilitation of students with disabilities in educational conditions was determined [4]. The importance of complex rehabilitation of students with disabilities due to war for the full restoration of their functions and the opportunity to fully work and live in society is studied in works [2, 7].

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 [8]. 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 [11]. 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 [3]. 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.

Today Ukrainian society has an understanding of the need to develop inclusive practices in education. The transformation of social processes from «soviet» to national, depoliticized and de-ideologized is gradual in Ukraine, but it steadily leads to the progressive development of these processes into the current state and promising directions of modernization in accordance with European and world standards.

We are impressed by the statement [9] that «students with disabilities» are full participants in the educational process who can study and lead an active lifestyle. That is, their disability does not create limitations, does not isolate them from the educational environment, and the presence of health disorders does not prevent disabled students from being a full member of the educational process.

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. 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.

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.

In higher education institutions, physical rehabilitation is implemented in the process of an academic course of inclusive physical education [3]. Inclusion in education, which is the elimination of isolation in this process, is the subject of a wide range of research [2-4, 8, 9]. Instead, it is argued that physical education has significant opportunities in the process of restoring the state of damaged functions of students with disabilities [6].

So, inclusive physical education is an extremely complex and lengthy pedagogical innovation, especially given that we are considering this deterministic

process for students with disabilities. As an independent specialized type of pedagogical process, it has its purpose, principles, content, forms and methods, and uses elements of physical education and health work. In its implementation for students with disabilities, new pedagogical technologies, methods and teaching aids are of primary importance, which should form a subject of the educational process with a high level of somatic health. Inclusive physical education is a relatively new direction in domestic education, which provides physical education of students with disabilities taking into account their physical capabilities.

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 [4]. Scientific sources [1, 2] 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 [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 rehabilitation process in higher education. Inclusive PE as an individualized learning program designed for students with disabilities that ensure success in their physical education. According to other sources, it is a science that studies various aspects of the physical education of students who have lost for a long time or permanently any body functions, including motor ones.

Meanwhile, despite the critical importance of inclusive physical education in counteracting modern challenges to the impact on students' psychophysical state, this issue is rather narrowly considered in the national scientific discourse.

Of great importance are scientific achievements that highlight the leading role of inclusive physical education in the overall physical development of individuals with disabilities, a high level of which is a factor in stimulating the development of other

capabilities, qualities, and functions. Additionally, physical development influences the state of health and determines the functional capabilities of the body's systems.

It has been determined that inclusive physical education for students who have received disabilities as a result of military actions is of extreme importance for their social adaptation, psychological recovery, and maintenance of physical health. In this context, it is essential to consider the individual capabilities of each student, thereby creating an inclusive environment. That is, let us consider that inclusive physical education is oriented to the philosophy that every student with a disability with physical or psychological diseases, without exception, receives quality physical education in the learning process.

The list of main tasks of inclusive physical education of students with disabilities includes:

- physical rehabilitation: promoting the restoration of physical functions and general health;
- social inclusion – assistance in the inclusion of students in active public and educational life;
- normalization of the psycho-emotional state: developing confidence, reducing the level of stress and anxiety;
- development of motor activity – taking into account the nature of injuries or limitations.

Rehabilitation of students with disabilities resulting from war is an important component of inclusive physical education. Rehabilitation – promoting the restoration of physical functions and general health. The rehabilitation component should be integrated into the system of inclusive physical education in order to promote not only the physical, but also the personal growth of students. Its essence is to use physical activity to integrate students with disabilities into a full-fledged active life, which has a significant social significance from this point of view.

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 physical education 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 [10].

It should be noted that the social dimension of physical education is realized in the availability of physical education resources in higher education institutions for students with disabilities, because the first thing such students are deprived of as a result of serious injury is full-fledged physical activity.

According to its value system and as a professional activity, social work is aimed at helping people with disabilities and promoting their social inclusion [5]. Currently, social inclusion is part of the framework laws of the EU, which is fully implemented in social work by introducing social inclusion as a mechanism for increasing the degree of participation of all citizens in society. According to information [5], social work in the implementation of social inclusion contributes to the maximum involvement of persons with disabilities in social processes by overcoming psychological, social, educational, legal, and other barriers to meet their needs. Social inclusion encompasses a wide range of strategies and resources aimed at disadvantaged groups and is based on the following principles:

- recognition and respect for individuals and this social group, which includes acknowledging differences in people's development, not equating «disability» with pathology, defect;
- spreading the belief that all people are the same in one fundamental sense: despite existing differences, everyone has a certain value;
- providing opportunities for learning and development [3].

According to the WHO definition, social inclusion of people with disabilities should be the result of their rehabilitation. Social inclusion is positioned as a symbiosis of those processes through which people with disabilities are «included» in the social community in order for social groups to maintain a certain balance in public relations. This involves their active participation in the main areas of society's activity and life,

its «inclusion» in social structures intended for healthy individuals, related to educational, professional, and other spheres of life.

The maximum development of the vitality of students with disabilities using the means and methods of inclusive physical education, maintaining their optimal psychophysical state, provides an opportunity to realize their creative potential and achieve significant results, not only in comparison with the results of people without disabilities, but also to exceed them. We support scientific ideas [6] that for many people with disabilities, inclusive physical education is the only way to «break» a closed space, enter society, find new friends, get the opportunity for communication, full emotions, and knowledge of the world, which defines physical education as a means of social inclusion.

The socialization of students with disabilities resulting from the war is extremely important for their psychological comfort, self-confidence and active participation in public life. This is the process of adapting a person to new conditions, environment, norms and values of the community. Involving such students in a full-fledged student life makes the university stronger, more diverse and more humane.

The goal of psychological rehabilitation in the process of obtaining an education is the formation of a psychologically comfortable state. It has been proven [8] that psychological health unites a healthy mind and psyche with a social component, and physical health is impossible without the normalization of the psychological state, which are equally important components of the general health of students. The latter is ensured by leveling the impact of spontaneous experiences that inevitably occur in view of the war situation. Achieving this is not only helped by psychological means, physical activity is of primary importance in this process. The absence of which is considered to a significant extent [9] as a factor of negative emotions.

Psycho-emotional support should become a systemic part of the educational process, and not just a temporary measure. It is the key to the harmonious development of the personality and the restoration of internal balance.

Students with disabilities resulting from war often face severe psychological consequences – post-traumatic stress disorder, depression, and loss of motivation. Therefore, psycho-emotional support is an integral part of their rehabilitation.

The main goals of psycho-emotional support:

- building self-confidence: supporting self-esteem; developing a sense of dignity and self-importance; motivation to achieve educational and personal goals;
- reducing stress and anxiety: conducting relaxation practices (breathing exercises, yoga, meditation); psychotherapy (individual or group); art therapy, music therapy, physical activity as a form of relief;
- increasing emotional stability: developing emotional self-regulation skills; learning to overcome conflict situations; supporting the formation of a positive worldview.

Scientists [1, 6] agree that an effective way to reduce the educational maladjustment of students with disabilities is to involve them in systematic classes with inclusive physical education. Currently, there is a fairly wide list of empirical studies on the relationship between inclusive physical education classes and the educational inclusion of students with disabilities.

It was noted [4] that full-fledged physical activity is often the first thing students with disabilities are deprived of as a result of a serious injury. At first, such students face restrictions in the institution of higher education. In the future, problems with self-esteem and self-realization arise. As a result, students with disabilities find themselves on the sidelines of society. Often – on one's initiative. It has been studied [7], that physical injuries are a factor in psychological problems.

According to research [6], the essence of inclusive physical education is to integrate students with disabilities into a fully active life through physical activity. At the same time, it was researched [3] that such integration occurs not only due to the adaptation of the individual to the educational environment of the higher school, but also vice versa – through the creation of appropriate conditions.

Certain works [1, 6] prove that the specificity of inclusive physical education consists of creating conditions that would promote the realization of opportunities for

students with disabilities in the environment of a higher school on an equal basis with other students. However, the topic of inclusive physical education is now intensively researched in a wide range of issues, in particular as a means of inclusion [3]: in a series of theoretical and empirical studies. Therefore, given the intense change in the external situation of the martial law in the country, and the variability of socio-political conditions, there is a change in the paradigm of inclusion in higher education, that is, a new vision of this process in terms of inclusive physical education.

Let us highlight the areas of implementation of inclusive physical education, taking into account the impact of martial law on the educational process of higher education:

- educational: consists of providing participants in the educational process with knowledge, the formation and development of motor skills and abilities, taking into account the individual characteristics of each applicant and the presence of a disability, taking into account the fact that this disability could have been acquired relatively recently;

- health: aimed at preserving and improving health in all its dimensions, correcting physical development, increasing the body's defenses, preventing the development of concomitant pathologies, improving the psychological state;

- social: ensuring the development of an inclusive educational environment for the successful socialization of applicants with disabilities.

Therefore, in the future, we propose to position inclusive physical education as a concept of individualizing learning, matching personal strengths and interests with appropriate activities, and adapting the environment to promote full participation in physical education of students with disabilities.

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.

It should be noted that, unlike physical rehabilitation, inclusive physical education is devoted to the concepts of increasing physical capabilities. This means that inclusive physical education for students with disabilities is an independent discipline that aims to achieve mastery in specific types of motor activity and physical excellence.

However, if we refer to the definition of inclusive physical education in a global sense, it is the art and science of designing, implementing, and monitoring a carefully designed PE program for students with disabilities, based on a comprehensive assessment, to give such students the skills necessary for fulfilling lives, leisure, recreation and sports to improve physical fitness and well-being.

Some research [4, 6] views inclusive physical education as an individualized learning program designed for students with disabilities that ensure success in their physical education. According to other sources, it is a science that studies various aspects of the physical education of students who have lost for a long time or permanently any body functions, including motor ones.

In summary, inclusive physical education means adapting or adapting modifications to meet the needs of students with disabilities and defines this process as the development of physical qualities, basic motor skills (throwing, catching, walking, running, etc.), skills in certain sports, dances, individual and group games, etc. In general, inclusive physical education is a relatively new direction in the domestic system of education and science, which studies the aspects of physical education of students with disabilities and related physical limitations. By definition, the main goal of modern inclusive physical education with the help of various types of motor activity is the formation and development of the physical condition, physical and psychological abilities that ensure the adaptation of students with disabilities to their state of health, environmental variability, changes in society.

Inclusive physical education programs for students with disabilities can include adapted sports that take into account their abilities and needs. It is important that classes

are held in a supportive atmosphere where each student feels comfortable and can achieve their goals. The following is recommended: daily hygienic gymnastics, health activities (walking, hardening activities, etc.), active rest using types of motor activity according to preference, and independent classes using recreational types of exercises.

It should be noted that inclusive physical education involves the presence in the content of this process of a significant amount of sports games and recreational activities, purposefulness to encourage physical education, if possible, the largest number of participants: equally students with disabilities and healthy students [2].

A prominent feature of inclusive physical education, as a tool for ensuring the restoration of lost functions, is its dynamism, because there is a constant modification of this process by the challenges of today.

Our research is consistent with the information [6] that modern inclusive physical education, as a means of restoring lost functions, requires the formation of modern content based on innovative pedagogical technologies. We support scientific approaches [5, 7] that obtaining new scientific data on the recovery after war trauma of students with disabilities is a social need of Ukrainian society, which has especially gained importance recently, in connection with the full-scale invasion of Russia on the territory of Ukraine and prolonged hostilities.

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.

So, to summarize, inclusive physical education for students with disabilities is an important aspect of their socialization and rehabilitation. There is no doubt that inclusive PE during war is an extremely important, yet challenging, task. It aims to ensure equal opportunities for all students, including students with disabilities and those affected by conflict, for the purpose of their physical and psychological rehabilitation. It not only contributes to improving their physical condition, but also helps develop self-confidence, communication skills, and team spirit. It should be noted that in wartime, the role of a physical education teacher expands. He becomes not only a coach, but also a rehabilitator, psychologist, and mediator who helps students with disabilities and return to normal life.

Maximizing the vitality of students with disabilities through the means and methods of inclusive physical education, 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. Therefore, for many students with disabilities under martial law, inclusive physical education is the only way to «break» the closed space, enter society, find new friends, and get an opportunity for active physical activity. At the same time, in the process of full-fledged physical activity, students with disabilities receive communication, and full-fledged positive emotions that contribute to the achievement of psychological balance. The latter acquires extraordinary importance in the conditions of martial law.

Finally, we note that inclusive physical education involves the formation of students with disabilities knowledge about health, a healthy lifestyle, safe behavior, the development of motivation to take care of one's own health, a conscious desire to lead a healthy lifestyle, and, most importantly, the acquisition of one's own health and saving experience, taking into account the existing violations in the state of health.

Modern higher education requires the need to change the current paradigm of traditional didactic inclusive physical education, 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 rehabilitation 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.