



Chapter III. THEORETICAL-METHODICAL FUNDAMENTALS OF PROFESSIONAL TRAINING OF FUTURE TEACHERS

doi: 10.15330/msuc.2022.27.78-83

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УДК 797:376.018.43-056.24

ІНКЛЮЗИВНЕ ФІЗИЧНЕ ВИХОВАННЯ ЯК ІНСТРУМЕНТ ФОРМУВАННЯ ОСВІТЬОГО СЕРЕДОВИЩА ДЛЯ СТУДЕНТІВ З ОСОБЛИВИМИ ОСВІТІМИ ПОТРЕБАМИ

Анотація. У статті розглянуто питання ролі фізичного виховання в превенції незадовільного пристосування до процесу навчання у закладі вищої освіти. Мета дослідження – виявлення можливості дисципліни «Фізичне виховання» у формуванні адаптації до освітнього середовища закладу вищої освіти (ЗВО) у студентів з особливими освітніми потребами (ООП). В основу дослідження покладено використання комплексу загальнонаукових теоретичних методів: аналіз, синтез, систематизацію, узагальнення. Установлено, що інклюзивне фізичне виховання забезпечує спеціальну організацію освітнього середовища у ЗВО, спрямованого на упередження наявних негативних тенденцій у стані здоров'я студентів з ООП, зумовленим процесом адаптації, що передбачає технологію й організацію діагностичних та оздоровчих засобів. Систематизовано основні функції інклюзивного фізичного виховання, реалізація яких забезпечить превенцію незадовільного пристосування до процесу навчання у ЗВО у студентів з ООП: організаційно-методична; профілактична, просвітницька, корекційна, освітньо-консультативна розвивальна. З-поміж основних форм фізичного вдосконалення необхідне використання, поряд із основними заняттями із фізичного виховання, інтегровані малі форми. Успішність адаптаційного процесу до освітнього середовища ЗВО у студентів з ООП у процесі фізичного виховання зумовлюється раціональною організацією методичного супроводу, спрямованого на зміцнення індивідуального здоров'я учасників педагогічного процесу, з урахуванням індивідуальних особливостей адаптації до фізичних навантажень, окрім поетапного застосування методик комплексної оцінки та контролю. Розширено ідеї застосування засобів інклюзивного фізичного виховання як інструмента формування адаптації студентів з ООП до освітнього середовища ЗВО. Останнє передбачає ефективну організацію фізичного виховання студентів з ООП задля потреби виховання в них відповідального ставлення до власного здоров'я, формування навичок здорового способу життя; знань і навичок фізичної культури; забезпечення повноцінного фізичного розвитку; фізичного, духовного та психічного загартування; формування потреби у безпечній поведінці, протидії та запобігання негативним звичкам; профілактики захворювань; створення умов для активного відпочинку за умов навчання у закладі вищої освіти.

Ключові слова: фізичне виховання, студент з особливими освітніми потребами, заклад вищої освіти, адаптація, освітнє середовище.

INCLUSIVE PHYSICAL EDUCATION AS A TOOL FOR FORMING THE EDUCATIONAL ENVIRONMENT FOR STUDENTS WITH DISABILITIES

Abstract. The article examines the role of physical education in the prevention of unsatisfactory adaptation to the learning process in a university. The purpose of the study is to identify the possibility of the discipline "Physical education" in the formation of adaptation to the educational environment of a university in students with disabilities through inclusive physical education. The research is based on the use of a complex of general scientific theoretical methods: analysis, synthesis, systematization, and generalization. It was established that inclusive physical education provides a special organization of the educational environment in a university, aimed at preventing existing negative trends in the health of students with disabilities, due to the process of adaptation, which involves technology and the organization of diagnostic and health facilities for students with disabilities. The main functions of inclusive physical education have been systematized, the implementation of which will ensure the prevention of unsatisfactory adaptation to the learning process in a university for students with disabilities: organizational and methodical, educational, correctional, educational and advisory, developmental. Among the main forms of physical improvement, it is necessary to use along with the main classes in physical education, integrated a small forms. In general, the success of the adaptation process to the educational environment for students with disabilities



in the process of physical education is determined by the rational organization of methodical support aimed at strengthening the individual health of the participants in the pedagogical process, taking into account the individual characteristics of adaptation to physical loads, the step-by-step application of complex assessment methods and control. As a result, the idea of using the means of inclusive physical education as a tool for shaping the adaptation of students with disabilities to the educational environment of a university has been expanded. The latter involves the effective organization of physical education of students with disabilities for educating them in a responsible attitude to their health, and a healthy lifestyle; formation of knowledge and skills of physical culture; ensuring full-fledged physical development; physical, spiritual, and mental hardening; formation of the need for safe behavior, counteraction and prevention of negative habits, prevention of diseases; creation of conditions for active recreation in the conditions of study at a university.

Keywords: physical education, the student with disabilities, a university, adaptation, educational environment.

INTRODUCTION

The problem formulation. Over the past decade, inclusive education has gained ground in policy and practice at the national level. The UNESCO initiative in the Education 2030 document considers inclusive education as a process of ensuring quality education for persons with disabilities is an important step forward, which sets a clear priority in ensuring inclusiveness and equity in obtaining quality education and creating all learning opportunities for persons with disabilities (Blavt, O., Kozibroda, L., & Rozhko, E., 2021).

Students with disabilities need such a state educational environment in which they will feel physical, psychological, informational and social security, comfort and well-being (Tant, M., & Watelain, E., 2016). It was noted (Goodwin, D. L., & Watkinson, E. J., 2000), that the concept of forming a safe and healthy educational environment, both as an educational principle and as a practical application, remains one of the most difficult tasks related to education. Today, when the number of students with disabilities is constantly growing, the problem of their adaptation to the general education space is extremely urgent.

There are many international guides and resources that support inclusion in education (UNESCO 2015, 2016, 2017; UNICEF 2010). The issue of inclusive education is now part of the educational discourse regarding the identification of contradictions in the access of students with disabilities to obtain a quality education.

It was determined (Udych, Yu. Z., 2018), that in a democratic society education is either inclusive or not education. The evolution of scientific knowledge about inclusion in education begins with the UN Declaration on Human Rights of 1948, which are still relevant today, based on human rights (Lidor, B. R., & Hutzler, Y., 2019), with special attention to students with disabilities and providing for the transformation of educational systems. Moving on to the conceptualization of inclusion as a process of transformation, the idea is to minimize the processes of exclusion from the education of persons with disabilities (UNESCO 2009).

Analysis of recent research and publications. Existing views on this issue can be presented in such a way that the implementation of humanistic principles in the atment of students with disabilities requires a new model of the educational environment that would meet the needs and capabilities of each student (Baglieri, S., Valle, J. W., Connor, D. J., & Gallagher, D. J., 2011; Page, A., Anderson, J. & Charteris, J., 2021). It was determined (Baglieri, S., Valle, J. W., Connor, D. J., & Gallagher, D. J., 2011; Steinhardt, F., Ullenhag, A., Jahnsen, R., & Dolva, A.-S., 2019), that the strategy of inclusive education is based on the provision of quality educational services and adaptation of the educational environment of university to the needs of students with disabilities.

In this aspect, in scientific sources (Blavt, O., Andreev, S., Lishchuk, V., & Stepankov, S., 2022; Uzkhan, Z., & Kale, R., 2021), special attention is paid to the possibilities of physical education in the process of facilitating the adaptation of students with disabilities to the conditions of study in university. The latter, according to specialists, is the most effective means of ensuring the adaptation of students with disabilities to learning conditions (Goodwin, D. L., & Watkinson, E. J., 2000). It has been proven (Escartín, A. & Gutiérrez, M., 2010), that the development of adaptation of students with disabilities, who have age and gender characteristics, should be ensured by the rational organization of the process of physical education.

In scientific sources (Blavt, O., Andreev, S., Lishchuk, V., & Stepankov, S., 2022; Page, A., Anderson, J. & Charteris, J., 2021), attention is focused on the influence of physical education classes on the motor and mental spheres of students with disabilities. The latter (Steinhardt, F., Ullenhag, A., Jahnsen, R., & Dolva, A.-S., 2019) can become a factor in lowering the level of functioning of individual systems, straining regulatory mechanisms, and loss of functional resources; the consequence of which is the deterioration of the general state of health of students with disabilities. It was revealed (Escartín, A., & Gutiérrez, M., 2010), that in the process of physical education, the formation and improvement of motor functions, which are disturbed due to the pathological process, is carried out, the main defect is compensated and the secondary disturbances that occurred during the disease are corrected.

In other words, the leading role of physical education consists in the prevention of an unsatisfactory state of health of students, as a result of adaptation to the process of learning in university and subsequent appropriate correction of this process with adequate pedagogical means and methods (Goodwin, D. L., & Watkinson, E. J., 2000). In this context, the optimal organization of physical education classes for the formation of adaptation of students with disabilities to the educational environment of higher education institutions is relevant for solving the problem of their health care.



THE AIM AND RESEARCH TASKS is to identify and substantiate the pedagogical foundations of the formation of adaptation to the educational environment of university in students with disabilities employing inclusive physical education.

RESEARCH METHODS

The research is based on the use of a set of general scientific theoretical methods theoretical analysis, systematization, comparison of different views on the investigated problem, generalization of data from scientific, methodological, and special literature.

RESEARCH RESULTS

Nowadays, the term "inclusive education" has acquired various meanings and is the subject of scientific research discussions. In general, inclusion involves the creation of an educational environment that would meet the needs and capabilities of each recipient of educational services (Morley, D., Bailey, R., Tan, J., & Cooke, B., 2005). In the most general sense, inclusive education is represented as a system of state-guaranteed educational services based on the principles of non-discrimination, respect for human diversity, and effective involvement of all its participants in the educational process (Baglieri, S., Valle, J. W., Connor, D. J., & Gallagher, D. J., 2011). The strategy of inclusive education, particularly in university, is based on the provision of quality educational services and adaptation of the educational environment to the needs of students (Udych, Yu. Z., 2018).

The current transformation of the pedagogical paradigm of a modern university from an authoritarian to a person-oriented model of education involves the elimination of isolation in the process of obtaining higher education for any category of students. Let us consider that the formation of a safe and healthy educational environment requires modernizing the process of physical education of students with disabilities, using the potential of the existing strong connection between their physical and social, intellectual, and spiritual development, and therefore the possibilities of this process in ensuring a full-fledged current and future life activity such students.

We agree with our research (Page, A., Anderson, J. & Charteris, J., 2021), that a promising direction for solving the specified scientific problem is taking into account the basic provisions of inclusive pedagogy. This statement is justified by the fact that primary social inclusion, as one of its components, is aimed at creating conditions to prevent the negative impact on a student with disabilities of a complex of external factors in the process of their adaptation to the educational environment (study load, team, etc.), increasing resistance organism to such influence, prevention of the most common diseases, prevention of negative trends in their health.

It is important to take into account that adaptation to the conditions of study in university is connected, first of all, with a sharp change in the social status of the individual. There are a significant number of interpretations of the definition of "adaptation" in the work of psychological and pedagogical scientific research. Analyzing the special literature in the direction of identifying the characteristics of the term in the aspect of our scientific research, we believe that the adaptation of students with disabilities is a process of adjustment, the result of which is the establishment of mutual correspondence between the needs of students with disabilities and the requirements of studying in university.

In the future, we coordinate our research in the direction that inclusive physical education provides a special organization of the educational environment of university, aimed at preventing existing negative trends in the health of students with disabilities, caused by the adaptation process. This process is based on the provisions of the theory of adaptation (Baglieri, S., Valle, J. W., Connor, D. J., & Gallagher, D. J., 2011). The latter are used to solve applied problems related to monitoring the state of the organism in inadequate environmental conditions. From our point of view, this should be implemented through purposeful influence by means of physical education, taking into account the individual characteristics of the physical condition of students with disabilities and the manifestation of its components.

So, in the future, in our scientific research, we will position adaptation as a strategy that helps students with disabilities to achieve the highest individual level of assimilation of the same amount of knowledge, which ensures full-fledged, productive activity in higher education. In turn, inclusive physical education is a managed activity that provides a theoretical and practical implementation of inclusive physical education. As evidenced by the data (Tant, M., & Watelain, E., 2016), the harmonious development of all functional systems of the body in the process of physical education ensures positive dynamics of the body's adaptive capabilities and the strengthening of individual health.

According to the researchers, the definition of "inclusive physical education" is, on the one hand, understood as a specialized pedagogical process of purposeful influence through physical education on improving physical condition (Goodwin, D. L., & Watkinson, E. J., 2000). On the other hand (Lidor, B. R., & Hutzler, Y., 2019), as a strategy for the prevention of chronic somatic diseases. It is obvious that despite the differences in the views of researchers regarding inclusive physical education, it involves the technology and organization of diagnostic and health-improving means for students with disabilities.

However, we believe that inclusive physical education in university is an extremely complex and long-term pedagogical innovation, especially considering that we are considering this deterministic process for students with disabilities. In the pedagogical process of physical education of students with disabilities, first of all, it is necessary to proceed from the fact that physical education itself has a significant potential for development, the full implementation of which depends on the adequacy of the construction of the educational process. So, based on the above, the components of inclusive physical education technologies are singled out, including subjects of the process (students with special educational



needs), purpose, functions, approaches, principles, tasks, organization and content of physical education, control, and expected result.

Let's formulate the goal of inclusive physical education in the formation of adaptation to the educational environment in students with disabilities, which, in our opinion, consists of the formation of immunity to the negative effects of changes in the educational environment based on strengthening health at the same time as solving corrective tasks, achieving individually maximum health and applied effects in the influence of physical education on their motor activity to ensure a full-fledged, productive life and activities in higher education. That is, the goal is considered in a multifaceted manner and requires the integration of several special corrective tasks that have independent importance, but are closely interrelated. The realization of this goal is provided by well-founded methodical bases for the development of adaptation of students with disabilities in the process of physical education.

In general, the success of the adaptation process to the educational environment for students with disabilities in the process of physical education is determined by the rational organization of methodical support aimed at strengthening the individual health of the participants in the pedagogical process, taking into account the individual characteristics of adaptation to physical loads, the step-by-step application of complex assessment methods and control. In our opinion, the content of this process largely depends on taking into account the individual and typological characteristics of students with special educational needs. Moreover, all measures should be of a preventive, anticipatory, preventive nature, that is, based on the provisions of preventive pedagogy (Goodwin, D. L., & Watkinson, E. J., 2000).

Therefore, summarizing the experience, we systematize the main functions of inclusive physical education, the solution of which will ensure the effectiveness of the formation of adaptation to the educational environment in students with special educational needs:

organizational and methodical: ensuring the rational construction of the process of physical education, pedagogically oriented to the development of resistance to the negative effects of adaptation processes;

preventive: complex psychological-pedagogical and medical-biological support of the physical education process to determine the factors of disruption and disruption of adaptation mechanisms and the search for health-promoting methods;

educational: stimulating students with disabilities to a healthy lifestyle, promoting valeologisation of the educational process, learning to protect one's own life and health;

corrective: ensuring compensation of the main defect and correction of secondary violations caused by the main disease, use of optimal corrective care;

educational and advisory involves the use of modern technologies to provide optimal educational and advisory information to students with disabilities regarding the maximum possible use of physical education means;

developmental: implemented in improving the psychophysical condition of students.

Therefore, the effective implementation of the identified functions of physical education of students with disabilities is ensured by solving a set of tasks as predetermined achievements, which are:

health: ensuring harmonious all-round physical development of students with special educational needs, their self-development;

corrective and developmental: involves in-depth work on correcting physical functions, strengthening work capacity, and ensuring the development of all physical qualities;

educational: aimed at achieving the goals and objectives of physical education in the formation of skills of systematic classes using all possible forms and types of physical activity;

control: providing effective feedback in the process of physical education; organization of content-oriented influence of control.

Based on the theoretical and systematic analysis of the problem, the pedagogical conditions of the technology of forming adaptation to the educational environment of students with disabilities employing inclusive physical education were determined:

the creation of favorable conditions in the educational environment to ensure the development of adaptation capabilities of students with disabilities in the process of physical education;

the health-improving content of physical education of students with physical education;

modernization of methodological foundations of physical education of students with disabilities;

scientifically based selection of methods for determining rational physical loads in the process of physical education;

provision of permanent control procedures in the process of physical education.

In the basis of the development of the pedagogical technology of inclusive physical education, which ensures the implementation of the formation of adaptation to the educational environment in students with disabilities, systemic, activity, competence and personal approaches with a predominance of corrective and developmental character should be used, based on the main provisions of inclusive physical education. At the same time, it is necessary to ensure the maximum focus on the principles of the interdisciplinary approach and interdisciplinary connections, as the primary basis for the implementation of the pedagogical technology of inclusive physical education of students with disabilities.

The main principles of the development of the content component of the pedagogical technology of inclusive physical education, which ensure the implementation of the formation of adaptation to the educational environment in students with disabilities, should be the principle of minimum and maximum development achievements; the principle of



individualization of development; principles of complexity, the primary structure of the defect; differentiation based on the principle of taking into account deviations in the state of health; principles of accessibility and sufficiency, continuity and practical purposefulness, humanization and democratization, syncretism, unity of diagnosis and correction, the complexity of methods of psychological influence.

The implementation of the pedagogical technology of inclusive physical education, which ensures the formation of adaptation to the educational environment in students with disabilities, in our opinion, requires ensuring: a comprehensive approach to the harmonious formation of all components of health; improvement of physical and psychological preparation for an active life and professional activity based on the above principles; use of various forms of motor activity and other means of physical improvement.

Among the main forms of physical improvement, it is necessary to use along with the main classes in physical education, integrated: small forms. Among these are morning gymnastics, a complex of exercises after sleep, walks in the first and second half of the day, a moving moment, a moving pause, independent motor activity; mass forms of health improvement: tourism, health day, sports and game holidays, etc.

It should be noted that one of the most expedient forms of complex implementation of physical education of students with disabilities in the conditions of higher education institutions is extracurricular classes. Such forms of classes for students with disabilities require careful research. At the same time, the organizational possibilities of extracurricular classes contribute to the socio-environmental adaptation of students with disabilities based on strengthening physical health, developing moral and volitional readiness, and forming creative potential.

We share the opinion of practitioners (Goodwin, D. L., & Watkinson, E. J., 2000; Tant, M., & Watelain, E., 2016) that the use of the above-listed forms of physical education for students with disabilities and other individual methods of influence creates a health-improving space in university, which helps students with disabilities adapt to the educational environment. The activation of the pedagogical aspect of corrective influence is fundamentally new for the theory and practice of physical education of students with disabilities.

For the educational process in the specified context to meet the requirements of corrective influence, which is integrated with the didactic, and contributes to strengthening the health of students with special educational needs, it is necessary to create comfortable conditions for learning the program material. Corrective influence involves the creation of conditions for overcoming psychophysical problems based on taking into account the unity of biological, physical, psychological and social features of the state of health of students with disabilities.

The expected result of the implementation of the presented pedagogical technology is to achieve a positive effect of adaptation of students with disabilities to the educational environment of higher education institutions. We note that such a process is characterized by complexity, versatility and dynamism. Indicators and the result of the positive development of adaptation are the following factors: there is a level of health of students with disabilities ds, one of the components of which is a physical condition, which is based on: physical development, physical fitness, physical capacity for work, functional reserves, namely biological and mental, physiological and biochemical.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Ensuring fair, high-quality education and promoting all learning opportunities involves the organization of an inclusive educational environment at the level of university for the preparation of students with disabilities as future professionals based on the purposeful formation of professional knowledge, skills and abilities. The leading mission of the higher school is to create conditions that contribute to the effective education of students with disabilities as a process of educating the intellectual elite of society. Global trends in the development of the educational system provide for the adaptation of the educational environment to the needs of all participants in the process of obtaining higher education.

Solving the problem of adaptation to the educational environment in students with disabilities primarily involves the prevention of an unsatisfactory state of health of students, as a consequence of adaptation to the process of learning in higher education institutions and subsequent appropriate correction of this process. Using the potential of the existing strong connection of physical, social, intellectual and spiritual development, and therefore ensuring full-fledged current and future life activities of students with disabilities, the idea of using inclusive physical education as a tool for shaping their adaptation to the educational environment of university has been expanded. The latter involves the effective organization of physical education of students with disabilities for the purpose of educating them in a responsible attitude to their health, a healthy lifestyle; formation of knowledge and skills of physical culture; ensuring full-fledged physical development; physical, spiritual and mental hardening; formation of the need for safe behavior, counteraction and prevention of negative habits, prevention of diseases; creation of conditions for active recreation in conditions of study in university.

The content and tasks of inclusive physical education are implemented in pedagogical technologies with the definition of methods and means of physical education, which should form the subject of the implementation of the educational process with a high level of somatic health. The fulfillment of the specified tasks should contribute to the achievement of a significant level of adaptation to the educational environment in university based on physical excellence, determined by the motivational and value orientations of a healthy lifestyle, acquired as a result of physical education, and integrated into physical culture and sports activities and the psychophysical health of students with disabilities.

Prospects for further research we see the development of models of physical education for students with disabilities during their studies at the university.



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Received

25.08.2022

Accepted

09.09.2022