



Chapter I. THEORETICAL AND PEDAGOGICAL PROBLEMS OF MODERN EDUCATION

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ФОРМУВАННЯ ІНКЛЮЗИВНОЇ МОДЕЛІ ФІЗИЧНОГО ВИХОВАННЯ ДЛЯ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ З ІНВАЛІДНІСТЮ - ВЕТЕРАНІВ ВІЙНИ В ЗАКЛАДАХ ВИЩОЇ ОСВІТИ

Анотація. Актуальність дослідження зумовлена нагальною потребою забезпечити повноцінну можливість здобуття вищої освіти учасникам бойових дій, а передовсім ветеранам війни, з-поміж яких чимало здобувачів вищої освіти з інвалідністю. Досліджено, що виклики, пов'язані із реалізацією інклюзивної освіти, які постали перед системою освіти України, є тотожними до європейських систем. Імплентація зарубіжного досвіду у вітчизняний освітній процес представляє собою креативне поєднання ключових компонентів корекційного розвитку та взаємодію учасників освітнього процесу (педагогів та здобувачів вищої освіти з інвалідністю-ветеранів війни) у процесі інклюзивного фізичного виховання, сформованого на подолання впливу наслідків війни задля усунення порушень у стані їхнього здоров'я. З'ясовано, що зусилля треба спрямувати на обґрунтування і створення ефективних моделей інклюзивного фізичного виховання, організованого на основі сучасних інноваційних загальнонаукових і спеціальних технологій, теорії, методики і практики фізичної культури, які б забезпечували високий рівень фізичної активності здобувачів вищої освіти з інвалідністю-ветеранів війни, адаптації їх у середовищі навчального закладу, сприяли б їхньому здоров'юзбереженню та досягненню прогнозованих результатів під час навчання. Виокремлено напрями імплантації прогресивних ідей у процесі формування інклюзивної моделі фізичного виховання для здобувачів вищої освіти з інвалідністю-ветеранів війни в закладах вищої освіти. Серед таких: підготовки фахівців із фізичного виховання, які повною мірою володіють інклюзивною компетентністю; оновлення змісту методик у сфері інклюзивного фізичного виховання; цілеспрямованої просвітньо-інформаційної роботи задля розвитку в здобувачів вищої освіти з інвалідністю-ветеранів війни потреби у фізичному самовдосконаленні та здоров'язбереженні; розвиток мотивації до занять фізичним вихованням здобувачів вищої освіти з інвалідністю-ветеранів війни; підтримка організації здобувачів вищої освіти з інвалідністю-ветеранів війни в їхньому фізичному вихованні нарівні з усіма учасниками освітнього процесу; створення центрів фізкультурно-спортивної спрямованості для здобувачів вищої освіти з інвалідністю-ветеранів війни в закладах вищої освіти.

Ключові слова: інклюзія, фізичне виховання, здобувач вищої освіти з інвалідністю-ветеран війни, заклад вищої освіти, фізична активність, здоров'язбереження.

FORMATION OF AN INCLUSIVE MODEL OF PHYSICAL EDUCATION FOR STUDENTS WITH DISABILITIES WHO ARE WAR VETERANS IN HIGHER EDUCATION INSTITUTIONS

Abstract. The relevance of the study is determined by the urgent need of the educational community to provide a full opportunity to receive higher education for participants in hostilities, and above all for war veterans, among whom there are many students with disabilities. The purpose of the work is to identify the key foundations of the formation of an inclusive physical education model for war veteran students in higher education institutions. Research methods: theoretical analysis, systematization, comparison of different views on the investigated problem, generalization of data from scientific and methodological, and special literature. It was investigated that the challenges related to the implementation of inclusive education, which faced the education system of Ukraine, are identical to European systems. The implementation of foreign experience in the domestic educational process is a creative combination of key components of corrective development and the interaction of participants in the educational process (teachers and students with disabilities, war veterans) in the course of inclusive physical education aimed at overcoming the effects of the war to eliminate violations in their health. It was found that efforts should be directed to the justification and creation of effective models of inclusive physical education, organized



based on modern innovative general scientific and special technologies, theory, methods and practice of physical culture, which would ensure a high level of physical activity of students with disabilities who are war veterans in the process of their adaptation in the environment of the educational institution would contribute to their health and achievement of the predicted results in the course of their higher education. The directions of implantation of progressive ideas in the process of formation of an inclusive model of physical education for students with disabilities who are war veterans in higher education institutions are singled out. These include training physical education specialists who fully possess inclusive competence; updating the content of methods in the field of inclusive physical education; targeted educational and informational work to develop the need for physical self-improvement and health care among students with disabilities who are war veterans; development of motivation to engage in physical education of students with disabilities who are war veterans; support of the organization of students with disabilities who are war veterans in their physical education on an equal basis with all participants in the educational process; creation of centers of physical culture and sports orientation for students with disabilities who are war veterans in institutions of higher education.

Keywords: physical education, inclusive, students with disabilities who are war veterans, higher education institutions, physical activity, health care.

INTRODUCTION

The problem formulation. 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 (Ukrainian Veterans Fund).

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 (The Law of Ukraine «About the status of war veterans, guarantees of their social protection»). According to the estimates of lawyers, there are currently up to a hundred such children, in particular in the Luhansk and Donetsk regions. Undoubtedly, given the development of events, the number of such persons will grow.

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 (Sokurianska, L., Bataeva, E., & Bakirov, V., 2019). 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. 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 (Jenner, B. M., 2017). 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 (Barmak, S. A., Barmaksezian, N., & Der-Martirosian, S., 2021). An inclusive educational environment, as a significant factor in the modernization of the educational process, provides the opportunity to obtain quality educational knowledge and the opportunity to preserve health, and, therefore, to solve the scientific and practical problem of overcoming health disorders in students with disabilities who are war veterans (Molina, D., 2015). Scientists (Ghosh, A., Santana, M. S., & Opelt, V., 2020; Lieberman, L. J., & Houston-Wilson, S., 2017) consider inclusive physical education (PE) as an effective tool for implementing the aforementioned.

Numerous studies are showing that PE can be an effective tool for students with disabilities in terms of positive impact on their quality of life as well as their functional status (Blavt, O., Andreev, S., Lishchuk, V., & Stepankov, S., 2022; Lidor, B. R., & Hutzler, Y., 2019; Tant, M., & Watelain, E., 2016). At the same time, the orientations of the process of improving their health are considered from the point of view of the organization of the educational environment, in which the emphasis is on taking into account the determinants and model of inclusive education when using forms, means, methods of PE (Blavt, O., Kozibroda, L., & Rozhko, E., 2021; Grenier, M., Patey, M. J., & Grenier-Burtis, M. 2022).

The relevance of the study is due to the need to overcome obvious contradictions, which require an effective and quick solution to ensure quality inclusive PE as a health-saving factor, taking into account the rapid increase in the number of war veteran students since the full-scale invasion of Russia on the territory of Ukraine, and the duration of hostilities. Here we note the almost complete lack of research and recommendations on an inclusive model of PE for war veteran students in higher education institutions, which means that there is an urgent need to solve this problem.

AIM AND TASKS RESEARCH – to identify the key foundations of the formation of an inclusive PE model for war veteran students in higher education institutions.

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.

RESULTS OF THE RESEARCH



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 normative documents (The Law of Ukraine «On Amendments to Certain Laws of Ukraine on Education Regarding the Organization of Inclusive Education»), war veterans must be provided with access to higher education and the conditions for obtaining it as a result of socio-political changes, anti-discrimination social movements and transformations of traditional views on the education of socially vulnerable and vulnerable sections of society.

Today, the domestic educational community faces new challenges: ensuring full-fledged opportunities for higher education of participants in hostilities, and above all, war veterans. Ukraine undertook to harmonize the regulatory framework following the classic normative provisions on human rights in accordance with the «Convention on the Protection of Human Rights and Fundamental Freedoms», which was ratified in 1997. At the moment, the sphere of educational inclusion in the Ukrainian state is developing by the needs of modern society. At the heart of this process are national revival, democracy, humanism, and openness to assimilation of progressive achievements of world theory and practice.

One cannot agree (Prognimak, O. D., 2018) that the understanding of the need to create an inclusive educational environment has been established in Ukrainian society. The transformation of socially inclusive processes from «soviet» to national, depoliticized and de-ideological is taking place in Ukraine gradually, but they steadily determine the progressive development of these processes into the current state and promising directions of modernization in accordance with European and world standards.

Today's modernization of the domestic educational inclusion paradigm involves the implantation of the basic values of inclusion, which have been implemented in many foreign countries for a long time. This, according to information (Lieberman, L. J., & Houston-Wilson, S., 2017), involves: eliminating the isolation of any categories of students, using the potential of the existing strong connection between their physical and social, intellectual, and spiritual development, and therefore - the possibilities of the higher education institution in ensuring full-fledged current and future life activities of students with disabilities who are war veterans.

First of all, we should note that the challenges related to the creation of an inclusive educational environment faced by the education system of Ukraine are identical to European systems. Therefore, we consider it necessary to systematize and ensure the implementation of the foreign experience of inclusive PE, which has a rather powerful history. We believe that this approach represents a creative combination of key components of corrective development and the interaction of participants in the educational process (teachers and students with disabilities who are war veterans) in the course of PE aimed at overcoming the effects of the war to eliminate violations in their health.

Support for studying in institutions of higher education for students with disabilities exists in all developed countries of the world. So-called barrier-free university campuses are being created with appropriate buildings, dormitories, and other facilities where such students receive technical learning aids, help from psychologists, physical rehabilitators, social workers, etc. (Maxwell, G., Granlund, M., & Augustine, L., 2018).

In modern higher education in Ukraine, the institute 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 students with disabilities who are war veterans. Undeniably (Barmak, S. A., Barmaksezian, N., & Der-Martirosian, S., 2021), each such student has certain characteristics and limitations that make learning difficult. 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 following the characteristics, needs and capabilities. We support the position (Jenner, B. M., 2017) that to work with students with disabilities who are war veterans, it is necessary to introduce special methods, pedagogical technologies, and adaptive technical means into the educational process.

Since there is practically no practical experience in creating an inclusive educational environment for students with disabilities who are war veterans in higher education institutions in Ukraine, we believe that the development of their PE direction should be one of the priorities in the educational policy of higher schools. At the same time, the most important task is to ensure a high level of health, work capacity, functional capabilities, and physical fitness of students with disabilities who are war veterans (Morley, D., Bailey, R., Tan, J., & Cooke, B., 2005). That is, consider it an inclusive program, guided by the philosophy that every student with a disability, a war veteran with a physical or psychological illness, without exception, receives quality PE.

We support scientific approaches (Blavt, O., Kozibroda, L., & Rozhko, E., 2021) that efforts should be directed to the justification and creation of effective PE technologies, organized based on modern general scientific and special technologies of the theory, methodology and practice of physical cultures that would ensure a high level of physical activity, overcoming health disorders in students with disabilities who are war veterans as subjects of the educational process, optimizing adaptation in the educational institution environment and achieving the predicted results during their higher education.

Inclusive PE is a relatively new direction in the domestic system of education and science, which studies the aspects of PE of persons with disabilities and related physical limitations. According to the definition (Lidor, B. R., & Hutzler, Y., 2019)), the main goal of inclusive PE is the formation and development of motor activity, physical and psychological



abilities that ensure the adaptation of persons with disabilities to their state of health, environment, society and various types of activities.

The basis of our proposals is the inextricable relationship between the learning process and PE. We support scientific approaches (Barmak, S. A., Barmaksezian, N., & Der-Martirosian, S., 2021) that it is teachers who should provide inclusive PE for students with disabilities who are war veterans and with the least limitations. Advanced foreign experience convinces that PE is not the prerogative of only healthy students and that persons even with such severe disabilities as blindness, spinal cord and spinal cord injuries, cerebral palsy, etc. can be active participants in PE (Tant, M., & Watelain, 2016).

A constructive analysis of the practices of inclusive PE of students with disabilities who are war veterans in leading foreign countries of the world (Jenner, B. M., 2017; Ghosh, A., Santana, M. S., & Opelt, V., 2020; Lidor, B. R., & Hutzler, Y., 2019).

Therefore, in the EU and the developed countries of the world, inclusive PE is considered a tool for providing people with disabilities with a social "exit", improving physical skills and a means of health preservation (Tant, M., & Watelain, E., 2016). We attempted to distinguish the content and tasks of inclusive PE in institutions of higher education in the developed countries of the world, which is implemented according to several dimensions:

- social: availability of PE resources in higher education institutions that ensure the inclusion of students with disabilities who are war veterans;
- personal: personal development, mastering new knowledge, formation and development of PE abilities and skills;
- cognitive: forming an understanding of the specifics of the PE process, finding and using various ways and means of PE in practice, defining goals and making corrections in the process of inclusive PE.

In general, without considering this issue in detail, since it is not the subject of our research, a prominent feature of inclusive PE in foreign countries is its dynamism because there is a constant adaptation of learning conditions to the individual characteristics of each student.

Therefore, on the basis of the conducted scientific search of foreign and Ukrainian experience of implementing educational inclusion in order to form an inclusive model of PE for students with disabilities who are war veterans in higher education institutions, an attempt was made to identify ways and directions of implantation of progressive ideas that will be useful in this process. Among these:

1. The Ukrainian practice of educational inclusion primarily requires the training of inclusive PE specialists who fully possess inclusive competence, and who currently belong to new areas of professional training. At the same time, the world and the EU have accumulated considerable experience in this field of knowledge, which can be useful for solving the problem of the formation of highly qualified pedagogical personnel of the new generation, capable of acting at the level of the requirements of international professional standards, which must be prepared in advance specifically for working with individuals with disabilities and the application of modern and effective PE pedagogical technologies.

2. As it was found out, inclusive PE for students with disabilities who are war veterans is a common practice in the European and global education system. An urgent issue of the domestic education system is the updating of the content of methods in the field of inclusive PE and the preparation of teachers for future pedagogical activity in the conditions of inclusive education at all levels of education and upbringing. At the same time, the leading task is the promotion of health and a healthy lifestyle based on general PE practices.

3. Worthy of attention is the foreign experience of covering leading inclusive values in social networks and mass media: respect for the individual is a defining guideline for the implementation of educational policy; recognition of equality in ensuring the rights of students with disabilities who are war veterans not only to education but also to successful implementation in all dimensions in the educational environment, self-development, self-realization. Instead, stereotypes and insufficient awareness of the essence of educational inclusion and the provision of this process with the tools of inclusive PE prevail in Ukraine, as well as weak coverage of this issue in the domestic information space. The lack of information about the impact and importance of inclusive PE in educational inclusion prevents the emergence of interest in their development on the part of the educational public. Thus, it is necessary to work on the formation of information about inclusive PE, as a determining possibility of ensuring, first of all, the health of students with disabilities who are war veterans in the educational environment of a higher school.

4. Development of motivation for PE classes for students with disabilities war veterans in institutions of higher education. Unlike the EU and the leading countries of the world, in Ukraine, there are no institutes for involving such students in systematic PE as a means of their educational inclusion. The experience of building an inclusive PE model requires the acquisition of effective communication skills with students with disabilities who are war veterans, the study of motivational techniques, targeted educational and informational work, and the highlighting of international and domestic experiences and achievements to develop the need for physical self-improvement in students with disabilities who are war veterans, and, therefore, PE classes.

5. Activation and coordination of actions of the educational community, initiation and implementation of projects, including in partnership with foreign institutions of higher education, aimed at ensuring the appropriate level of inclusive PE, as a means of health protection, for students with disabilities who are war veterans.

6. Carrying out empirical research in the field of inclusive PE and implementing research results into practice, combining theoretical and practical, their focus on achieving the defined standards of inclusive PE for students with



disabilities who are war veterans at a very high level in foreign countries, and confirmed by scientific publications (Tant, M., & Watelain, E., 2016).

7. Elimination of social segregation, support of the organization of students with disabilities war veterans in involving them in participation in PE in everyday life on an equal basis with all participants of the educational process, formation of the philosophy of inclusion in this process.

8. The science, experience and practice of advanced countries of the EU and the world confirm that with the development of new and improved PE technologies, new programs (apps) are constantly being created to help students with disabilities - war veterans in various ways, providing the latest PE methods for improving physical development and eliminating defects in good health. Among the structural innovations is the creation of physical culture and sports centers for students with disabilities who are war veterans in higher education institutions modeled after Western European ones.

Note that full-fledged physical activity is often the first thing that students with disabilities, war veterans, are deprived of as a result of a serious injury. At first, they face limitations everywhere. In the future, problems with self-esteem and self-realization arise. As a result, students with disabilities who are war veterans find themselves on the sidelines, often on their initiative. So, as a result, the physical injuries of the war become factors of psychological problems. This is also the subject of inclusive PE research, and inclusive PE is, accordingly, a remedy for such problems (Lidor, B. R., & Hutzler, Y., 2019).

We like the idea (Grenier, M., Patey, M.J., & Grenier-Burtis, M., 2022) that the essence of inclusive PE is to integrate students with disabilities who are war veterans into a fully active life through physical activity.

Thus, in conclusion, we note that we consider the inclusive model of PE for students with disabilities who are war veterans in institutions of higher education as a rehabilitation and corrective process, the foundations of which are related to those defined by inclusive education. The content of the proposed model, its basis - forms, means and methods of PE, primarily those that use inclusive PE. The current state of development of the specified content at the current stage is different from what is required, and the research is characterized by individual character and fragmentation. This makes it necessary to carry out further research in the indicated direction, in particular by developing (modernizing) innovative practices of pedagogical content, physical therapy and technologies of inclusive PE.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

At the moment in Ukraine, taking into account the permanent increase of war veteran students in the society in connection with prolonged hostilities, special attention is paid to the possibilities of educational inclusion to provide war veteran students with disabilities a full education, individualized, accessible, based on needs and opportunities, aimed at their maximum self-realization during the study period. This approach represents a creative combination of key components of corrective development and the interaction of participants in the educational process (teachers and students with disabilities who are war veterans) in the course of inclusive PE aimed at overcoming the effects of war to eliminate violations in their health.

In the context of European integration, approaching the European space, based on national traditions and heritage, it is expected to build a national strategy for the development of inclusive PE in the context of the general approaches of the world community, which are determined by global transformations in this area. As a result of research work, current trends in the formation of an inclusive model of PE for students with disabilities war veterans in higher education institutions based on foreign practices in the projection of new educational paradigms have been highlighted. As an interdisciplinary collection of practical and theoretical knowledge, inclusive PE in institutions of higher education is aimed at eliminating the limitations of students with disabilities who are war veterans of participation in all possible forms of its implementation, directed at their health preservation by overcoming existing deviations.

In conclusion, we consider an inclusive model of PE for students with disabilities who are war veterans in institutions of higher education as an innovative type of PE, which is implemented based on the principles of tolerance, impartiality and non-discrimination in the process of their PE, rejection of educational segregation of students with disabilities who are war veterans and limitations of their physical capabilities.

Prospects for further research we see the development of models of physical education for students with disabilities who are war veterans during their studies at the higher education institutions.

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