PEDAGOGICAL POTENTIAL OF INCLUSIVE EDUCATION IN THE TRAINING OF STUDENTS MAJORING IN ADAPTIVE PHYSICAL EDUCATION AND SPORTS

Yusupov To‘lanboy Ibroximovich
Andijan State University, Department of sports games,
Doctor of philosophy (PhD) in pedagogical sciences, acting professor.
Andijan, Uzbekistan.
doi:https://doi.org/10.5281/zenodo.23909200

Abstract: This article analyzes the pedagogical potential of inclusive education in the professional training of students majoring in adaptive physical education and sports. It examines the individual and differentiated organization of sports training, adaptation of physical exercises to different abilities, and development of professional competencies of future specialists. A pedagogical model based on diagnosis, goal setting, adaptation, practical implementation, monitoring, and assessment is proposed. The importance of inclusive sports training for students' social and communicative development and assessment based on individual development dynamics is substantiated.

Keywords: adaptive physical education, inclusive education, sports training, individual approach, differentiated approach, professional competence, adapted exercises, pedagogical technologies.

INTRODUCTION

In the modern education system, taking into account the individual characteristics, abilities, needs, and developmental potential of learners is considered one of the important factors in ensuring the quality of education. While the traditional educational model prioritized approaching all learners on the basis of uniform content, methods, and requirements, the modern pedagogical paradigm requires the use of learner-centered, differentiated, and inclusive approaches.

UNESCO interprets inclusive education as a systematic process aimed at ensuring the participation of all learners in the educational process, reducing existing barriers, and providing equal opportunities [1].

This trend is also of particular importance for physical education and sports education. Physical education classes are directly related to an individual's physical condition, functional abilities, motor coordination, psychological readiness, and health. Therefore, applying the same physical workload and identical movement tasks to all participants may prevent some individuals from fully participating in training activities.

The concept of adaptive physical activity focuses primarily on movement, physical activity, and sports activities adapted to an individual's abilities and needs. International documents also identify equal participation of persons with disabilities in educational and sports activities, consideration of individual needs, and implementation of necessary reasonable accommodations as important principles. Article 24 of the United Nations Convention on the Rights of Persons with Disabilities provides for inclusive education and individualized support, while Article 30 addresses equal participation in sports and recreational activities [1].

From this perspective, the use of inclusive education principles in preparing students studying in the field of adaptive physical education and sports for their future professional activities is one of the relevant pedagogical issues.

The purpose of the study is to identify the pedagogical possibilities of using the principles and technologies of inclusive education in the professional training of students majoring in adaptive

physical education and sports education, as well as to develop the organizational and methodological foundations for organizing sports training in accordance with individual abilities.

Based on this purpose, the following objectives were established: to analyze the pedagogical essence and fundamental principles of inclusive education; to determine the role of an inclusive approach in the adaptive physical education system; to identify the possibilities of individual and differentiated approaches in organizing sports training; to develop criteria for adapting physical exercises for participants with different abilities; to analyze the social, communicative, and psychological aspects of inclusive sports training; to identify opportunities for developing the professional and methodological competencies of future adaptive physical education specialists; to determine the pedagogical conditions for organizing inclusive sports training; and to develop practical and methodological recommendations.

The methodological foundations of the study consist of learner-centered, competency-based, individual, differentiated, and inclusive approaches.

At the theoretical stage of the study, methods of analyzing scientific and pedagogical literature, comparative analysis, generalization, and systematization were used. For the practical study, pedagogical observation, interviews, questionnaire surveys, expert assessment, and pedagogical experimental methods are intended to be used.

At the empirical stage of the study, it is possible to assess students' activity in inclusive sports training, motivation, teamwork, communicative activity, independent decision-making, and skills in selecting adapted exercises. If a pedagogical experiment is conducted at a subsequent stage, it would be appropriate to divide students into experimental and control groups, apply a system of inclusive and differentiated training sessions in the experimental group, and compare the initial and final indicators.

The main essence of inclusive education is to create equal opportunities and favorable pedagogical conditions for all learners. Inclusiveness is not limited merely to integrating certain categories of individuals into the general educational environment. It also involves adapting educational content, methods, assessment criteria, the communicative environment, and material and technical conditions to individual needs.

This issue is particularly important in physical education and sports training because participants may differ in their physical abilities, motor experience, endurance, coordination, strength indicators, and functional condition.

Therefore, the fundamental pedagogical principle of inclusive sports training is not to provide exactly the same task to all participants, but rather to ensure their participation in common activities and adapt tasks to their individual abilities. In this context, the pedagogical purpose of an exercise is more important than its external form. For example, if the purpose of a training session is to develop balance, it is not necessary for all students to perform exactly the same exercise. One student may perform a standard exercise, while another may perform a simplified version using a support device. In both cases, the common pedagogical objective remains unchanged.

Adapting sports training to the individual abilities of students is one of the main components of planning training sessions based on an individualized approach in adaptive physical education. The individualized approach takes into account the student's physical fitness, functional abilities, motor experience, psychological condition, and motivation.

Table 1.

Parameters for Individualizing Sports Training

No.	Parameter to be Adapted	Description
1	Exercise complexity	Simplification or complication of exercises
2	Training volume	Modification of the number and duration of exercises
3	Intensity	Adjustment of movement speed and level of exertion

4	Number of repetitions	Determination according to individual abilities
5	Rest intervals	Adjustment according to recovery capacity
6	Range of motion	Adaptation of the movement range
7	Equipment	Modification of size, weight, or type

The adaptation of these parameters makes it possible to organize sports training in a safe, comfortable, and pedagogically effective manner.

Model for Organizing Inclusive Sports Training

The following sequence is proposed for organizing inclusive sports training:

Diagnosis → Goal setting → Adaptation → Practical implementation → Pedagogical support → Monitoring → Assessment → Readaptation

At the first stage, the student's existing physical and functional abilities are identified. At the second stage, an individual developmental goal is established. At the third stage, adapted exercises that contribute to achieving the defined goal are selected. At the subsequent stage, the performance of the exercises is monitored, and pedagogical assistance is provided when necessary. At the end of the training session, the results are assessed and the necessary modifications are introduced for subsequent training sessions.

An important feature of this model is that the training process should not be limited to a one-time adaptation. Based on the student's developmental dynamics, the content of exercises, training load, and methodological approach should be regularly reviewed.

The Social and Psychological Significance of an Inclusive Sports Environment

Physical education and sports contribute not only to the physical development of an individual but also to their social and psychological development. Participation in inclusive sports training creates conditions for developing cooperation, mutual respect, empathy, responsibility, and teamwork skills among students.

Scientific literature identifies teacher competence, availability of resources, cooperation with peers, and consideration of learners' real experiences as important factors in addressing inclusion in the physical education process [2].

In an inclusive environment, students gain experience in cooperating with partners who have different physical abilities, performing exercises together, and providing mutual assistance when necessary. As a result:

- opportunities for participation in sports training are expanded;
- mutual respect and cooperation are developed;
- teamwork skills are strengthened;
- communicative activity increases;
- an environment that supports self-confidence is created;
- positive motivation toward sports activities develops.

Professional Training of Students in Adaptive Physical Education

The professional training of students in adaptive physical education should not be limited to the acquisition of theoretical knowledge. A future specialist must be able to make independent decisions in real pedagogical situations, modify the content of training sessions, and find methodological solutions that correspond to individual needs.

Table 2.

Professional Competencies Developed Through Inclusive Training

No.	Competency	Description
1	Diagnostic	Identifying physical and functional abilities
2	Design	Developing an individualized training program
3	Methodological	Adapting exercises and selecting methods

4	Communicative	Communicating with individuals with different abilities
5	Organizational	Organizing an inclusive sports environment
6	Assessment	Assessing individual developmental dynamics
7	Safety	Ensuring safety during training
8	Reflective	Analyzing one's own pedagogical activities

Thus, inclusive sports training can be considered a pedagogical tool that serves to connect the knowledge of future specialists with practical professional activities.

The effectiveness of inclusive sports training depends on a number of interrelated conditions. The first condition is the teacher's methodological preparedness. A specialist must be able to modify exercises for participants with different abilities. The second condition is adapted sports infrastructure. Sports halls, fields, equipment, and assistive devices should be as safe and accessible as possible. The third condition is adapted educational and methodological materials. Exercise descriptions, performance algorithms, and safety rules should take different needs into account. The fourth condition is a psychologically supportive environment. During the training process, it is advisable to view mistakes not as something to be punished, but as a source of feedback for development. The fifth condition is a flexible assessment system. Instead of assessing students solely according to absolute sports results, it is necessary to take into account individual developmental dynamics, activity during training, correct execution of movements, independence, and personal achievements. The criteria for assessing students' activities in inclusive sports training are presented in Table 3.

Table 3.

Criteria for Assessing Students' Activities

No.	Criterion	Main Indicators
1	Physical	Strength, endurance, coordination, flexibility, motor activity
2	Motivational	Interest, active participation, desire for independent training
3	Social	Cooperation, mutual assistance, teamwork
4	Communicative	Initiating communication, expressing opinions, cooperation with the teacher
5	Professional and methodological	Exercise selection, adaptation, ensuring safety
6	Reflective	Analyzing one's own activities, identifying and correcting mistakes

These criteria can subsequently serve as a methodological basis for comparative analysis of initial and final indicators when a pedagogical experiment is conducted.

The analyzed theoretical sources demonstrate that inclusive education should be viewed not merely as the integration of a learner into an existing system, but as a process of adapting the educational environment itself to diverse needs [1].

This principle is particularly important in physical education classes because the same task may produce different outcomes for participants with different physical abilities. Therefore, in an inclusive model, while maintaining the overall objective of the training session, priority should be given to individualizing the means of achieving that objective. For example, for the purpose of developing endurance, one participant may perform a running exercise, while another participant may use walking, interval movement, or another adapted activity. Although the form of activity differs, the common pedagogical objective remains unchanged.

In this regard, the inclusive approach can be characterized as a transition from the model of “the same activity — the same result” to the model of “a common goal — an individual pathway of development.” This approach requires future specialists not only to know exercise techniques but also to possess skills in diagnosis, adaptation, communication, safety, monitoring, and reflection. This makes it possible to consider inclusive sports training as a practical component of professional training.

Scientific Novelty of the Study

The scientific novelty of the article is reflected in the following aspects:

- the pedagogical possibilities of an inclusive approach in preparing students of adaptive physical education and sports education have been systematized;
- the main pedagogical components of adapting sports training to individual abilities have been identified;
- a staged pedagogical model for organizing inclusive sports training has been proposed;
- the possibilities of inclusive training in developing diagnostic, methodological, communicative, organizational, and reflective competencies have been substantiated;
- an assessment approach that takes into account individual developmental dynamics in addition to sports performance has been proposed.

Practical Recommendations

The following practical recommendations are proposed for improving the professional training of students majoring in adaptive physical education and sports education:

- introducing specialized topics and practical training sessions on inclusive physical education into educational curricula;
- teaching students to adapt physical exercises to different abilities;
- regularly using differentiated tasks in practical training sessions;
- expanding assignments related to the development of individualized training programs;
- developing practical skills in safety and risk management;
- using pedagogical cases and problem-based situations;
- developing skills in individual monitoring and pedagogical observation;
- taking individual developmental dynamics into account in assessment;
- improving sports infrastructure in accordance with accessibility and safety requirements;
- paying particular attention to communicative and psychological preparation;
- developing methodological manuals and electronic resources on inclusive sports training.

CONCLUSION

In conclusion, the use of inclusive education principles in the professional training of students majoring in adaptive physical education and sports education is one of the important directions of the modern pedagogical process. An inclusive approach not only creates conditions for individuals with different physical abilities to actively participate in sports training but also contributes to the development of the professional competencies of future specialists.

Based on the theoretical analysis, it was established that the effectiveness of inclusive sports training is associated with an individualized approach, differentiated tasks, adapted physical exercises, a safe pedagogical environment, regular monitoring, and assessment based on individual developmental dynamics.

Inclusive sports training creates pedagogical conditions for developing cooperation, mutual respect, communicative activity, and teamwork skills among students. At the same time, future adaptive physical education specialists have the opportunity to acquire practical competencies in adapting exercises, providing pedagogical assistance, monitoring individual development, and ensuring safety.

Thus, in training adaptive physical education specialists, it is advisable not to limit the principles of inclusive education to theoretical subjects, but to integrate them with practical sports training, pedagogical practice, case studies, and methodological assignments. Such an approach provides a pedagogical foundation for moving from the principle of “the same result for everyone” toward the principle of “development of each participant in accordance with their individual abilities.”

Literature used

1. UNESCO. A Guide for Ensuring Inclusion and Equity in Education. Paris: UNESCO, 2017. ISBN 978-92-3-100222-9. Unesdoc
2. World Health Organization. WHO Guidelines on Physical Activity and Sedentary Behaviour. Geneva: World Health Organization, 2020. ISBN 978-92-4-001488-6. Jahon Sog'liqni Saqlash Tashkiloti
3. United Nations. Convention on the Rights of Persons with Disabilities: Article 24 – Education. United Nations. Birlashgan Millatlar Tashkiloti
4. United Nations. Convention on the Rights of Persons with Disabilities: Article 30 – Participation in Cultural Life, Recreation, Leisure and Sport. United Nations. Birlashgan Millatlar Tashkiloti
5. Hutzler Y., Sherrill C. Defining adapted physical activity: International perspectives // Adapted Physical Activity Quarterly. — 2007. — Vol. 24.
6. Sherrill C. Adapted Physical Activity, Recreation and Sport: Crossdisciplinary and Lifespan. — 6th ed. — Boston: McGraw-Hill, 2004.
7. Wilhelmsen T., Sørensen M. Inclusion of Children With Disabilities in Physical Education: A Systematic Review of Literature From 2009 to 2015 // Adapted Physical Activity Quarterly. — 2017. — Vol. 34, No. 3. — P. 311–337. DOI: 10.1123/apaq.2016-0017. PubMed
8. Tant M., Watelain E. Forty years later, a systematic literature review on inclusion in physical education (1975–2015): A teacher perspective // Educational Research Review. — 2016. — Vol. 19. — P. 1–17. DOI: 10.1016/j.edurev.2016.04.002. ScienceDirect
9. Pocock T., Miyahara M. Inclusion of students with disability in physical education: a qualitative meta-analysis // International Journal of Inclusive Education. — 2018. — Vol. 22, No. 7. Taylor & Francis Online
10. Rocuant Urzúa A., Treviño Villarreal E., Ocete Calvo M. C. Associated factors in the attitude of students without disabilities towards the inclusion of students with disabilities in the Physical Education class: a systematic review // Revista Complutense de Educación. DOI: 10.5209/rced.90270. Revistas Científicas Complutenses