

PAPER

INCLUSIVE EDUCATION IN PHYSICAL EDUCATION: METHODS AND APPROACHES TO TEACHING STUDENTS WITH DISABILITIES

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Abstract

The article deals with the topical aspects of inclusive physical education aimed at teaching students with disabilities. The existing methods and techniques used to organize inclusive physical education classes are analyzed, focusing on curriculum adaptation and individual approach to each student. The article offers practical recommendations for the implementation of inclusive methodologies in the educational process, including the use of modern technologies and active learning methods.

Key words: inclusive education; physical education; students with disabilities; adaptation of the educational process; teaching methods.

The purpose of the study is to develop and systematize methods and approaches to teaching students with disabilities within the framework of inclusive education in the field of physical education and, on this basis, to develop recommendations for practical application.

Object of the study: Analysis of physical education and sports training programs adapted for students with different disabilities, as well as the study and evaluation of methods and approaches used by teachers for inclusive education.

Methods and organization of the research. Study of normative documents, programs and methodological materials and review of scientific articles, dissertations and reports devoted to the problems of inclusion in education.

Introduction

Inclusive education is an important part of modern educational programs aimed at ensuring equal opportunities for all learners, including students with disabilities. In the field of physical education in particular, inclusion is a significant challenge, as physical education and sporting activities play a key role in overall personal development, health maintenance and social inclusion.

In the context of higher education, where young people acquire skills and knowledge to be used later in the professional market, it is important to take into account the characteristics of students with disabilities so that they can fully participate in the learning process and achieve their goals.

Today there are many methods and approaches to inclusive education, but not all of them are effectively implemented in the practice of physical education. An important issue is the development and implementation of adapted programs and methods that take into account the individual needs of students, promote their involvement in the learning process and provide a positive experience of physical education.

Inclusive education in physical education aims to create conditions in which each participant can fully interact with others, developing their physical skills and abilities, and is based on the following principles:

- equality and accessibility. Ensuring equal access to resources, equipment and places for conducting classes for all participants;
- taking into account the individual needs of participants when planning and conducting classes, which may include individual goals and modifications of exercises;
- using a variety of teaching methods and techniques to meet the different learning styles and capabilities of participants;

- active involvement of all participants in the process of classes with support from coaches, volunteers and other participants;
- creating an atmosphere of respect and support that stimulates self-esteem and confidence of each participant.

When working with students with disabilities within the framework of inclusive education in physical education, it is recommended to use the following methods:

- exercises on specialized or modified sports equipment. For example, wheeled bicycles, easily accessible exercise machines or swimming devices;
- simplification or modification of rules. This is done to take into account the specific needs of the participants, for example, increasing the time for completing tasks or reducing the size of the field;
- development of personalized training plans taking into account the specific physical and psychological characteristics of the trainees;
- use of visual cues. For example, large colored markers and audio cues to assist participants with visual or hearing impairments;
- training of assistants and volunteers. This should be done by organizing special trainings on physical activity adaptation and first aid.

The process of organizing physical education classes for students with disabilities should be carried out in close cooperation with medical specialists, psychologists, teachers and parents of students.

Designing lesson programs for inclusive physical education for students with disabilities requires special attention to the individual needs and abilities of each student. Program development may include the following key aspects:

- conducting a preliminary assessment of students' physical condition and capabilities;
- taking into account different forms of limitations: physical, mental or sensory;
- designing adapted exercises and games appropriate to each student's level of fitness;
- incorporating elements of a playful approach that can increase motivation;
- creating a positive group atmosphere that promotes interaction and support.
- using technology to improve communication (e.g., using sign language or special learning apps).
- engaging students with disabilities in shared activities with their peers to promote socialization and better relationships;
- using group formats where students can work together to support each other;
- receiving regular feedback from students to adjust the program;
- establishing simple evaluation criteria to track progress. Sample plan of the program of classes with students. Program of classes (12 weeks, 2 classes per week):

1-2 weeks: Introduction and assessment of physical abilities. Class 1: Introduction to physical education. General warm-up, discussion of the objectives of the classes, safety basics. Class 2: Assessment of physical abilities (flexibility, strength, coordination tests).

Weeks 3-4: Coordination and balance development. Session 3: Coordination games (e.g. throwing balls of varying difficulty). Session 4: Balance exercises (using balance boards, simple exercises with support). Weeks 5-6: Strength training and general fitness. Session 5: Introduction to strength – adapted exercises with your own body weight and light weights. Session 6: Circuit training – a set of exercises that include different types of loads, taking into account individual capabilities.

Weeks 7-8: Team Sports: Session 7: Introduction to adapted games (e.g., sitting volleyball, bocce) with an emphasis on teamwork. Session 8: Conducting a team sports tournament with mixed

teams (students with and without disabilities). Weeks 9-10: Empowerment through creativity and art. Session 9: Dance Therapy – creating simple dance movements tailored to individual abilities. Session 10: Art Therapy through physical activity – creating choreographic performances.

Weeks 11-12: Completion of the program and evaluation of results: Session 11: Discussion of program results, feedback from students, work in small groups. Session 12: Final celebration – fun relay races, team games and competitions. Evaluation of progress and issuance of certificates of participation.

Conclusion

Designing physical education programs for inclusive education requires creativity and a deep understanding of the needs of students with disabilities. The success of the program depends on ongoing communication, adaptation of materials, and strong support from teachers and other students.

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