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PEDAGOGICAL CONDITIONS FOR DEVELOPING AN OF PHYSICAL ACTIVITY AMONG STUDENTS WITH DISABILITIES

Abstract. This article examines the issue of creating special conditions to maintain and strengthen physical health during the educational process for students with disabilities. It has been demonstrated that physical activity lasting at least 60 minutes per day is a critical factor for their harmonious development, disease prevention, and successful socialization. The aim of the research was to identify the pedagogical conditions for developing an appropriate level of physical activity among students with disabilities during their studies at a higher education institution. A complex of general scientific and theoretical methods was used in conducting the study: analysis, synthesis, systematization, and generalization. The study introduces the author's concept of «pedagogical conditions», which are viewed as a set of optimal circumstances such as forms, methods, and means that ensure the effective development of health-promoting physical activity among students. It was established that their practical implementation is a determining factor in the effective development of an appropriate level of physical activity among students with disabilities. It was found that the formation of pedagogical conditions is based on scientifically grounded approaches and involves the implementation of three main components: cognitive, motivational-value-based, and activity-based. Three basic pedagogical conditions have been identified: the development of value-motivational readiness, aimed at the conscious promotion of health and the formation of an internal need for systematic physical activity; individualization and differentiation of the physical activity process based on health monitoring, which involves creating personalized physical activity trajectories and direct mastery of techniques for self-monitoring one's physical condition; and providing psychological support and fostering an atmosphere of inclusive interaction, which helps overcome anxiety, self-isolation, and low self-esteem. The scientific value of the approach presented in this paper for implementing comprehensive physical activity for students with disabilities during their studies at a higher education institution lies in the fact that we view physical education for such students not as a standard academic discipline, but as a crisis-response strategy for preserving human capital.

Keywords: students with disabilities, physical activity, physical education, healthy lifestyle.

ПЕДАГОГІЧНІ УМОВИ РОЗВИТКУ ФІЗИЧНОЇ АКТИВНОСТІ СТУДЕНТІВ З ІНВАЛІДНІСТЮ

Анотація. У статті розглянуто питання створення спеціальних умов для збереження та зміцнення соматичного здоров'я у процесі навчання студентів з інвалідністю. Доведено, що фізична активність тривалістю не менше ніж 60 хвилин на день є критично важливою умовою для їхнього гармонійного розвитку, профілактики захворювань та успішної соціалізації. Мета статті полягала у визначення педагогічних умов формування належного рівня фізичної активності студентів з інвалідністю у процесі навчання у закладі вищої освіти. У реалізації дослідження використано комплекс загальнонаукових методів: аналізу, синтезу, систематизації та узагальнення.. У дослідженні введено авторське поняття «педагогічних умов», які розглядаються як комплекс оптимальних обставин, як от форм, методів і засобів, що забезпечують ефективний розвиток оздоровчої фізичної активності студентів. Установлено, що їхня практична реалізація є детермінантою ефективного формування належного рівня фізична активність студентів з інвалідністю. Виявлено, що формування педагогічних умов базуватися на науково обґрунтованих підходах й передбачає реалізацію трьох основних компонентів: когнітивного, мотиваційно-ціннісного та діяльнісного. Виокремлено три базові педагогічні умови: формування ціннісно-мотиваційної готовності, яка скерована на реалізацію свідомого зміцнення здоров'я та сформованості внутрішньої потреби у систематичній фізичній активності; індивідуалізація та диференціація процесу фізичної активності на основі моніторингу стану здоров'я, що передбачає створення персональних траєкторій фізичної

активності та безпосереднє володіння техніками самоконтролю власного фізичного стану; забезпечення психологічного супроводу та створення атмосфери інклюзивної взаємодії, що допомагає долати тривожність, самоізоляцію та низьку самооцінку. Наукова цінність представленого у роботі підходу до реалізації повноцінної фізичної активності студентів з інвалідністю у процесі навчання у закладі вищої освіти полягає в тому, що ми розглядаємо фізичне виховання для таких студентів не як нормативну дисципліну, а як антикризову технологію збереження людського капіталу.

Ключові слова: студенти з інвалідністю, фізична активність фізичне виховання, здоровий спосіб життя.

INTRODUCTION

Statement of the problem. The current stage of higher education development in Ukraine is characterized by the active implementation of the principles of inclusion and equal access to high-quality educational services for all participants in the educational process. Among the student population, students with disabilities constitute a distinct group, and their numbers have been steadily increasing since the start of the full-scale invasion (Babajanyan, Semal, Beseda, Farionov, & Kurii, 2023). Such students require not only the adaptation of educational content but also the creation of special conditions to maintain and strengthen their physical health during the learning process.

Physical activity (PA) is a key factor in the sociocultural integration, physical rehabilitation, and psycho-emotional stabilization of this group of students (Khoruzheva, Yunak, Dotsenko, Vyatchanina, Mykhailenko, & Zhuravlev, 2026). PA in higher education institutions is traditionally implemented through the physical education system and physical fitness and health-promoting activities. However, for students with disabilities, standard approaches often prove ineffective or inaccessible.

According to the Recommendations of the Ministry of Health of Ukraine (MOH), a variety of physical activities should be included in the daily schedule and significantly encompass free time. Limited physical activity has been identified as one of the factors contributing to the critical state of health among Ukrainian citizens (Luskan & Kuzmenko, 2024). At the same time, well-organized education in the field of PA transforms physical education from a mandatory subject into a conscious tool for managing one's own health, work capacity, and quality of life (Roberts, Ryan, Campbell, & Hardwicke, 2024).

The modernization of higher education and the need to respond to contemporary demands necessitate the identification of specific pedagogical conditions that would effectively engage students with disabilities in systematic physical education activities, both in academic and independent settings.

Analysis of recent research and publications. First and foremost, we emphasize that the minimum amount of physical activity should be 30 minutes per day. Accordingly, to ensure a high level of health, the WHO recommends an average of 60 minutes of physical activity per day (Dempsey, Friedenreich, Leitzmann, Buman, Lambert, Willumsen, & Bull, 2021).

It is widely recognized that regular physical activity is essential for maintaining health and a healthy, active lifestyle (Khoruzheva, Yunak, Dotsenko, Vyatchanina, Mykhailenko, & Zhuravlev, 2026). It is argued (Mawena & Sorkpor, 2024; Rebrina, 2023) that promoting physical activity (PA) among college students is a priority for physical education in higher education institutions.

It is important to note that the PA paradigm is based on the concept of fostering a healthy lifestyle (Smith & Sparkes, 2019). A healthy lifestyle, in turn, ensures the development, maintenance, and strengthening of physical, psychological, and social health, as well as the ability to procreate and achieve active longevity (Luskan & Kuzmenko, 2024; Khoruzheva, Yunak, Dotsenko, Vyatchanina, Mykhailenko, & Zhuravlev, 2026).

In scientific studies (Blavt, Bodnar, Mykhalskyi, Gurtova, & Tsovkh, 2023; Roberts, Ryan, Campbell, & Hardwicke, 2024), the issue of PA among students with disabilities is examined specifically from the perspective of their health maintenance. Statistics indicate a steady increase in the number of students with disabilities in Ukrainian higher education institutions, particularly as a result of the prolonged state of war and its consequences (Babajanyan, Semal, Beseda, Farionov, & Kurii, 2023; Blavt, 2025).

At the same time, there has been a general decline in their physical health, the progression of chronic diseases, and a lack of physical activity, all of which are exacerbated during remote or blended learning (Luskan & Kuzmenko, 2024; Rebrina, 2023).

Physical activity (PA) takes on particular significance under the conditions of prolonged martial law in Ukraine. It has been proven (Ovcharenko, 2023; Gurtova & Nezhoda, 2023) that PA counteracts the negative effects of stress and destructive psycho-emotional states, such as anxiety and depression, significantly improving well-being and the overall level of mental and physical health.

The Ukrainian laws «On Education» and «On Higher Education», as well as the National Strategy for Creating a Barrier-Free Environment, declare the guarantee of equal rights for all participants in the educational process (Nedilskyi, 2025). However, the mechanisms for implementing these requirements in the context of physical education at institutions of higher education often remain underdeveloped.

AIM OF THE RESEARCH

To identify the pedagogical conditions for developing an appropriate level of physical activity among students with disabilities during their studies at a higher education institution.

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

First and foremost, we align our scientific research with the view that students with disabilities are full-fledged participants in the educational system (Mawena & Sorkpor, 2024). We agree (Roberts, Ryan, Campbell, & Hardwicke, 2024) that having a disability cannot be a limiting factor or a prerequisite for segregation in the provision of PA during the learning process.

In line with our research, we are guided by the ideas (Smith & Sparkes, 2019) that an adequate level of PA is a primary and necessary condition for harmonious development and a factor in the proper functioning of the body despite the presence of a disability. This assertion is based on the fact that the benefits of PA are traditionally associated with achieving an adequate level of physical fitness and improving psychosocial characteristics. It has been scientifically proven (Dempsey, Friedenreich, Leitzmann, Buman, Lambert, Willumsen, & Bull, 2021) that daily PA lasting at least 60 minutes is critically important for people with disabilities.

In the context of our study, the concept of "health-promoting physical activity" is particularly relevant, and this is the term we will use. Therefore, in our study, we will define PA as any type of activity that is beneficial to health and contributes to improving the body's functional capabilities without associated risks. Accordingly, PA is the primary stimulating factor for physiological processes in the body that ensure an adequate level of physical fitness among students with disabilities and help prevent the development of pathological processes.

At the same time, when establishing pedagogical conditions, we should take into account that the current stage of scientific development offers a broader, sociocultural understanding of this phenomenon. In particular, (Gazali, Sari, Setiawan, Rahmadani, Perdima, Abdullah, & Longakit, 2025) define PA as a process that involves people who move, act, and perform in culturally specific spaces and contexts under the influence of a unique set of interests, emotions, ideas, instructions, and relationships.

The next concept in our research is «pedagogical conditions». An analysis of existing scientific works has revealed the absence of a unified interpretation of the concept of «pedagogical conditions» in contemporary scientific discourse. We believe this is due to the application of various scientific approaches and the interpretation of this concept through the prism of specific didactic tasks and methodological guidelines.

Given that the pedagogical conditions for the development of PA among students with disabilities in higher education institutions during the learning process have not yet been subjected to a comprehensive theoretical analysis, methodological justification, or experimental validation in the domestic scientific discourse, we employ our own synthesized terminological understanding of this phenomenon within the scope of our study.

In defining the concept of pedagogical conditions regarding the PA of students with disabilities, we draw on data (Machynska, 2025) indicating that pedagogical conditions are the circumstances that determine a specific direction of development for the pedagogical process. Specifically, these circumstances constitute a set of objective possibilities regarding the content, forms, methods, techniques, and means of pedagogical activity.

Consequently, by «pedagogical conditions» for fostering an appropriate level of PA among students with disabilities in the learning process at a higher education institution," we mean the optimal circumstances of the educational process; taking these into account is a determining factor in ensuring its effectiveness for fostering an appropriate level of PA among students with disabilities.

Pedagogical conditions are an integral component of the educational, upbringing, and developmental system; they involve the appropriate selection of forms, methods, and means of physical education, and directly influence the development, implementation, and effectiveness of pedagogical innovations. In general, we will consider pedagogical conditions as a resource for ensuring the effectiveness of the pedagogical process of developing PA in students with disabilities; these conditions determine the development, implementation, and effectiveness of pedagogical innovations to ensure their effective use in achieving the goals and objectives of the pedagogical process.

There is no doubt that ensuring the effectiveness of a particular pedagogical process requires the creation of a sufficient set of pedagogical conditions that enable the fulfillment of the didactic tasks of the pedagogical process. In standard practice, researchers classify pedagogical conditions according to various criteria, such as organizational, psychological, social, and so on.

We are convinced that the creation of pedagogical conditions based on scientifically grounded approaches involves the implementation of three main components (Fig. 1):

- cognitive: understanding the biomechanical, physiological, psychological, and social mechanisms by which PA affects the body; the ability to correct functional impairments resulting from disability; and the need to adhere to the principles of a healthy lifestyle to maintain health;
- motivational-value-based, which involves fostering an intrinsic need for movement, perceiving physical culture as an integral part of one's overall personal development, a key to success in life, and a means of improving one's health;
- activity-based, related to the acquisition of motor skills, mastering exercise techniques, and learning to self-monitor one's physical and psychological state and exercise intensity using modern methods.

It is worth emphasizing that in the formation of pedagogical conditions, the identified components exist in synthesis, are mutually dependent, and cannot be completely isolated from one another.

We present these pedagogical conditions as an interconnected set of approaches to organizing PA for students with disabilities, which form the basis for developing the content of physical education. However, it is important to note

that a systematic approach is necessary to ensure the full implementation of PA for students with disabilities in higher education institutions. Since comprehensive PA also involves independent forms of physical activity, the main task of educators is not simply to supervise, but to create a supportive environment that will motivate students with disabilities to engage in systematic PA.

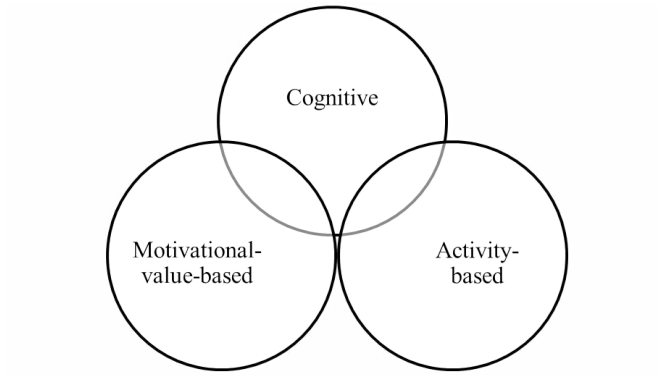


Figure 1. Main components creation of pedagogical conditions

Based on the results of our research, we present a structured system of pedagogical conditions for organizing PA for students with disabilities in higher education institutions (Fig. 2).

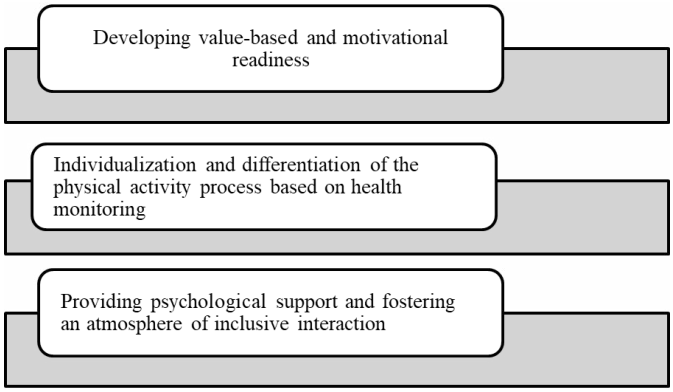


Figure 2. Structured system of pedagogical conditions for for developing an appropriate level for students with disabilities in higher education institutions

1. Developing value-based and motivational readiness: independent activity is impossible without internal motivation. Students must understand why and how they should engage in PA.

The success of PA largely depends on students with disabilities' conviction regarding the necessity and benefits of regular physical education classes for maintaining health and improving their physical condition. Regular physical education classes should place students with disabilities in a position to actively and consciously participate in this process. Every student must understand that the more attentively they approach their classes, the better their results will be, and also that, in today's society, it is not enough to have a high level of education and professional knowledge and skills, it is also necessary to be healthy.

At the core of this pedagogical requirement is the development of motivation for regular physical education classes, which serves as the driving force behind the conscious behavior of students with disabilities and is a determining factor in achieving an appropriate level of physical activity (PA). In making this assertion, we are guided by the findings (Roberts, Ryan, Campbell, Hardwicke, 2024) that the leading factor in engaging students with disabilities in physical development and improvement is fostering their interest in physical education.

Fostering motivation among students with disabilities to engage in regular physical activity is driven by the need to encourage young people to adopt a healthy lifestyle and to explain the importance of physical education as an effective means of promoting well-being, high mental and physical performance, disease prevention, and more. Fostering an interest in physical education and sports is not an instantaneous process but a multi-stage one: from basic knowledge and skills related to health and hygiene to in-depth psychophysiological knowledge of the theory and methodology of physical education (Rebrina, 2023).

This pedagogical approach aims to ensure that students with disabilities engage in physical activity in a more meaningful, purposeful way that is as closely tailored as possible to each individual's unique characteristics. It is necessary to focus on elements designed to promote the effective development of a meaningful attitude among students with disabilities toward themselves and their bodies, to foster the formation of their needs- and motivation-based sphere, and to raise awareness of the need to improve health, lead a healthy lifestyle, and achieve physical

improvement. All of this is considered an important aspect of improving the holistic process of physical education in higher education institutions.

We agree with the conclusions of an empirical study (Gazali, Sari, Setiawan, Rahmadani, Perdima, Abdullah, & Longakit, 2025), which suggests providing students with opportunities to choose types of PA and increasing their knowledge about the importance of PA. At the same time, there is a gap in the literature regarding tools for developing motivation among students with disabilities to engage in regular PA.

Ultimately, by implementing the first pedagogical condition, we ensure a transition from the concept of «obligation» to the concept of «conscious health promotion». In doing so, it is extremely important to take into account the individual interests of students with disabilities, such as an interest in Paralympic or veteran sports, board games, adaptive fitness, and so on.

The development of value- and motivation-based readiness involves acquiring the skills necessary for a healthy lifestyle. There is no doubt that students' health is largely determined by their lifestyle. A healthy lifestyle is viewed as an activity aimed at developing, maintaining, and strengthening health as a condition and prerequisite for the realization and development of other aspects of one's lifestyle. A healthy lifestyle should become a daily necessity for students with disabilities. We are convinced that only by fostering this need during their student years can we ensure the preservation of their health in the future.

There is no doubt about the assertion (Luskan & Kuzmenko, 2024) that adjusting lifestyle habits to increase daily physical activity (PA) yields long-term benefits in strengthening the body. Basic knowledge about regular PA and its importance for health, the impact of physical exercise on the body's development and functioning, and the prevention of certain health issues are key factors in fostering a positive attitude among students with disabilities toward physical education classes and in encouraging them to engage in any form of PA during their free time. The main task here is to acquire knowledge and understanding of the problem of insufficient PA, since it is PA that correlates with motor and mental development.

In general, we support the scientific ideas (Babajanyan, Semal, Beseda, Farionov, & Kurii, 2023) that the most promising, accessible, and effective approach to achieving the most positive results in fostering healthy lifestyle habits among students with disabilities is the comprehensive use of physical education as the primary factor in maintaining health.

The result of implementing the first pedagogical condition is the development of intrinsic motivation in students with disabilities, the overcoming of psychological barriers, and the recognition of physical education as a tool for social integration and rehabilitation.

2. Individualization and differentiation of the physical activity process based on health monitoring. At its core, modern physical education involves purposeful physical activity in the form of various exercises that promote the biological development of students with disabilities, enabling them to acquire necessary skills and abilities, develop physical capabilities, optimize their health and mental resilience, and, overall, ensure high performance throughout their studies.

Given the strong link between the level of PA among students with disabilities and their physical and mental health, the elimination of physical inactivity which is viewed as a means of disease prevention and a manifestation of their social activity, and the practice of independent PA during free time serve as a means of counteracting the negative consequences of PA deficiency through physical education for students with disabilities while they are studying at institutions of higher education. During the period of final development of the body's systems, PA is a safe and effective natural pathogenetic measure, as it improves functional indicators and physical fitness.

Implementing this pedagogical requirement is the most technologically advanced and research-intensive, as it shifts the physical education process from a model based on «averaged standards» to one based on personalized medical and pedagogical support. PA groups are organized according to the focus of their rehabilitation and training effects. Students with disabilities have various impairments and somatic conditions, which makes it impossible to use standardized exercises in the physical education process.

The individualization and differentiation of the PA process involves designing individualized educational and motor trajectories, which consist of developing a personalized PA program. At the same time, students should be provided with an understanding of alternative exercise options, such as, in cases where running is contraindicated, the use of controlled walking, etc. This also includes the use of special equipment for independent PA.

Ultimately, the second pedagogical condition completely shifts the focus of student performance assessment. The evaluation is based not on absolute performance standards, but on individual progress which is determined by improvements in results relative to the student's initial performance levels, as well as the regularity and quality of optimal PA.

3. Providing psychological support and fostering an atmosphere of inclusive interaction. It is widely recognized that academic performance is a factor influencing the mental health of students with disabilities (Gurtova & Nezhoda, 2023).

Given the current situation of prolonged martial law in Ukraine, it is worth noting a body of evidence regarding the negative impact of stress on well-being. Recognizing that the war has had a profound impact on the psychological well-being of students with disabilities, an impact that carries long-term consequences for the psychological well-being of all participants in the educational process, it is crucial today to prioritize mental health in order to cope with the challenges of war (Ovcharenko, 2023).

Therefore, the importance of providing psychological support extends far beyond the psychological well-being of students with disabilities. Although such well-being is the foundation of academic success, chronic stress impairs the functioning of the prefrontal cortex, which is responsible for focus and memory.

Learning to overcome the difficulties that arise during this important transitional period can set students up for success throughout their lives. We address the issue of psychological support aimed at developing the ability to cope with stressful and challenging experiences through the lens of physical education. The scientific value of this approach lies in the fact that we view physical education not as a standard academic discipline, but as a crisis-management strategy for preserving human capital.

For students with disabilities in today's reality, physical education becomes a «safe space». Students in this category often have not only physical limitations but also associated psychological characteristics (Mawena & Sorkpor, 2024). These include:

- increased anxiety due to the fear of not being able to cope with the workload;
- low self-esteem and feelings of inferiority compared to the general student population;
- a tendency toward social self-isolation.

In this context, providing psychological support serves as a mechanism for transforming physical limitations into an experience that fosters psychological resilience. It is precisely this resilience that enables students with disabilities to: maintain their ability to learn even under stressful conditions; reduce the level of academic procrastination caused by anxiety; develop the ability to manage their emotions; and maintain a positive outlook.

This position is based on the assertion (Smith & Sparkes, 2019) that for people with disabilities, PA is not only a tool for restoring health but also a platform for overcoming internal barriers and social isolation. We position this pedagogical framework for providing psychological support not merely as an "additional skill," but as a fundamental component of preserving and enhancing human capital. The key here is to ensure the full participation of students with disabilities in systematic PA, as well as a sense of safety and acceptance. An atmosphere of inclusion is considered to exist when the presence of a person with special needs is perceived by the group as a natural norm, and providing support to that person is voluntary and unobtrusive.

In terms of creating an atmosphere of inclusive interaction, it is important to implement blended formats, such as combining mandatory scheduled consultation sessions with a flexible schedule of independent online training sessions.

The scientific value of the presented approach lies in the fact that we view physical education not as a normative discipline, but as a crisis-response strategy for preserving human capital.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Students with disabilities are full-fledged participants in the educational system, and the presence of medical conditions cannot serve as a basis for segregation or restrictions. Health-promoting physical activity is considered a fundamental stimulator of physiological processes, which is critically important for harmonious development, improved functional abilities, and psychosocial well-being. It has been scientifically established that daily physical activity lasting at least 60 minutes is vital for this category of students.

The issue of systematically defining pedagogical conditions as a factor in ensuring the effective implementation of systematic PA for students with disabilities requires a comprehensive scientific analysis. We consider pedagogical conditions to be a set of optimal circumstances within the educational process, namely, the combination of objective possibilities regarding content, forms, methods, techniques, and resources, the consideration of which is a determining factor in the effective development of an appropriate level of PA among students with disabilities. These conditions are an integral part of the educational system and are based on the unity of three interrelated components: cognitive, motivational-value-based, and activity-based.

The effective organization of academic performance for students with disabilities in higher education requires a systematic approach and the implementation of three basic pedagogical conditions: the development of value-motivational readiness; the individualization and differentiation of the academic performance process based on health monitoring and the provision of psychological support; and the creation of an atmosphere of inclusive interaction.

The implementation of these pedagogical conditions, presented as a three-level system, aims to transform physical education in higher education institutions from a mandatory subject into an effective tool for restoring health, preserving human capital, and fully integrating students with disabilities into society.

We see prospects for further scientific research in the area of methodological support for ensuring an adequate level of physical activity among students with disabilities during their studies at higher education institutions.

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