

Training future physical education teachers for health-preserving activity in the conditions of an inclusive educational environment

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The article highlights the problem of training future physical culture teachers for working in an inclusive educational environment of educational institutions. The aim of the study was to establish the theoretical foundations of the problem of training future physical education teachers for organizing health-preserving activity in an inclusive educational environment. The urgency of focusing research attention on the problem of training potential teachers of physical culture for the introduction of elements of sports and mass work in an inclusive educational environment on health-preserving grounds is substantiated. Scientific information on the concepts of “inclusive educational environment”, “health-preserving sports and mass work” has been systematized. It was determined that the modern inclusive educational environment is characterized by a system of value attitudes towards learning, upbringing and personal development of children with special educational needs, as well as a set of resources (means, external and internal conditions), their life activities in a comprehensive educational institution and a focus on the implementation of individual educational strategies of students.

The author characterizes the peculiarity of the professional activity of a physical education teacher in the introduction of health-preserving sports and mass work in an inclusive educational environment; it consists in the need to create a barrier-free health-preserving environment in the future profession, the formation of knowledge, skills of individualization and differentiation in physical education of children with special educational needs and the development of qualities that will contribute to the success of the teacher’s implementation of an individual approach in the physical education of school students, taking into account the principles of inclusion.

Keywords: *physical education teacher, training of future physical education teachers, health care, physical education and rehabilitation work, inclusion, inclusive educational environment, mass sports work, health care sports and mass work, students with special educational needs.*

Introduction. In the conditions of the reorientation of education towards health-preserving strategies, high-quality professional training of a modern physical education teacher, who acquires competence in preserving and strengthening the health of students, requires close attention. The professional functions of a future physical education teacher include the ability to coordinate various types of health-preserving activities of students both in the educational environment of a general educational institution and beyond it. One of the leading means of implementing this function is sports mass work of a physical and health-improving content.

At the same time, the introduction of the concept of “inclusion” into the education system of Ukraine, i.e. the involvement of all children without exception in the educational process, requires a rethinking of the fundamental principles of training future physical education teachers in terms of their training for work in an inclusive educational environment.

The analysis of the latest research and publications in the chosen direction shows that the foundation of the theory and methodology of training future teachers of physical culture is laid in the scientific works of domestic scientists (O. Azhippo, P. Dzhuryynskyi, O. Dubohai, A. Konokh, O. Kuchai, Yu. Liannoi) who identified ways to optimize the system of training future specialists in physical culture and sports. The training of future teachers of physical culture for physical culture and rehabilitation (L. Ivanova), correctional and rehabilitation (N. Denysenko, S. Tokareva), individual work with students in conditions of inclusion (N. Shchekotylyna) was studied; directions for improving the effectiveness of future teacher training for the

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organization of extracurricular physical education and mass work were outlined (A. Graf); the scientists also developed the methodology and technologies of sports and health tourism (I. Tkachivska) and the formation of the personality of a specialist in physical culture and health and sports and mass work (O. Stasenko); the peculiarities of the teacher's work in the organization of mass sports events were described (B. Maksymchuk); a model of training a future physical culture teacher for physical culture and sports activities was developed (S. Karasevich); the content of the training of future physical culture teachers for the organization of independent physical culture and health-improving activities of school students were improved (E. Zhukovskiy); the peculiarity of training future specialists in physical culture and sports for the implementation of physical culture and rehabilitation practice by means of sports and mass work was presented (V. Valiieva, V. Koroliiov); the system of training future physical culture teachers for individually directed physical culture and rehabilitation work with students was scientifically substantiated (I. Kozhurina).

The scientific and methodological developments of Natali Shchekotylyna, who in 2019 formulated the theoretical-methodological and methodological-instrumental principles of training future physical education teachers for individual work with students in conditions of inclusion, are of the greatest importance for our research.

Also, the research reference point for us is the development of Svitlana Onyshchuk, who in 2021 determined the theoretical, functional and applied principles of training future physical education teachers for sports and mass work in general secondary education institutions.

A previously unexplored part of the scientific problem is that currently in Ukraine insufficient attention is paid to the training of future physical culture teachers for health-preserving activities in the conditions of an inclusive educational environment.

Formulation of the problem. The aim of the article is to determine the theoretical foundations of the problem of training future teachers of physical culture for organizing health-preserving activity in an inclusive educational environment.

The objectives of the research were: to justify the timeliness of focusing research attention on the problem of training potential teachers of physical culture for the implementation of elements of sports and mass work in an inclusive educational environment on the basis of health preservation; to systematize scientific information on the concepts of "inclusive educational environment", "health-preserving sports and mass work"; to characterize the originality of the professional activity of a physical culture teacher in the implementation of health-preserving sports and mass work in an inclusive educational environment.

Research methods. The article presents the material obtained with the help of methods of *systematization and organization* of scientific information regarding the concepts of "inclusive educational environment", the method of *analyzing* the scientific opinion of leading scientists in the field of physical culture and sports, the method of information *synthesis* in order to determine the terminological, theoretical and methodological foundations of the phenomenology of the teacher's professional activity of physical culture on the introduction of health-preserving sports and mass work in an inclusive educational environment.

The main part. First of all, we consider it expedient, based on many years of teaching experience, to first present our own opinion regarding the originality, and therefore the complexity, of the professional activity of a physical education teacher. In our opinion, the complexity of training specialists in physical culture, sports and education can be described with the help of certain considerations.

A holistic pedagogical system can be regarded as a dialectical relationship of two relatively independent subsystems: the activity of the teacher and the activity of students, each of which, in turn, can be imagined as a system in relation to its internal structure. In the most general form, its functioning in the educational process of the school can be presented as follows: teacher activity ↔ educational information ↔ student activity. However, during physical education classes, school students not only actively learn a certain amount of knowledge and acquire relevant skills and abilities, but also improve their physical qualities: strength, endurance, dexterity, speed, flexibility; improve health and "physical capacity". Thus, the teacher controls not only the students, but also the development of their physical qualities. This, accordingly, affects the content plan of the professional activity of the physical culture teacher, who must perfectly master the teaching methodology and the technique of managing the students' activities.

Since 2000, scientists in Ukraine have been addressing the concept of "health preservation" in various contexts.

In 2011, Borys Dolynskiy conducted a thorough study of the "health culture" phenomenon. The author did not directly cover the training of future physical culture teachers, however, we find the scientist's scientific work useful in the context of considering the genesis of the training of physical culture and sports specialists. By the culture of health, the scientist understands an important component of the general and professional culture of the future teacher, which reflects the formation, preservation and strengthening of his own health and the health of school students, contributes to the development of the correct attitude of a person to himself, the desire for self-cognition, formation, development and self-improvement of one's personality, formation of

relevant health-preserving skills and abilities in daily behavior, adherence to a healthy lifestyle. The researcher also proposed the definition of another key concept – “health-preserving environment of a higher education institution”. According to the scientist, this is a purposeful system of educational activities that does not harm the health of future teachers; it provides an opportunity for the individual to gain experience in culturally appropriate behavior; provides conditions for physical, psychological, social and spiritual comfort, which contributes to the preservation and strengthening of the health of the subjects of the pedagogical process, their productive educational, cognitive and practical activities.

The continuation of the health-preserving approach in teacher training was the appearance in 2013 of two fundamental studies in which the phenomenon of “health-preserving” was revealed from different aspects – the doctoral thesis of Petro Dzhurynskyi and Halyna Meshko.

Petro Dzhurynskyi defines the general features of the phenomenon of “health care” as follows: the result of the influence of pedagogical factors of the educational process on the health of its subjects; health care in the educational process, according to the author, is an activity aimed at preserving and strengthening the physical and mental health of those who study. Therefore, the researcher continues, health care is, first of all, a pedagogical process aimed at preserving and strengthening health, forming motivation to follow a healthy lifestyle, conscious and responsible attitude to one’s own health and the health of others.

Halyna Meshko studied the phenomenon of “teacher’s professional health”, which is interesting and significant for the professional development of a teacher. The researcher interprets it as an integral characteristic of the functional state of the organism, the global mental state of the individual, which is characterized by the dynamic harmony of internal experiences and the associated effectiveness and success of pedagogical activity, the ability to resist negative factors accompanying this activity.

In addition to the already analyzed studies, in 2008 Oleksandr Omelchenko defended his dissertation on the problem of the professional and pedagogical activity of a primary school teacher on the organization of a health-preserving educational process; in 2013, the doctoral dissertation of Natalia Bashavets was defended, in which the culture of health care as a worldview orientation of future economists was highlighted. Thus, we can record the “flourishing” of “health care” trends in all its definitive diversity since 2010.

The system of “health preservation” in the aspect of the professional activity of a physical education teacher was studied by the outstanding Ukrainian scientist Oleksandra Dubohai. It should be noted that Dubohai’s research in recent years is mainly aimed at the system of physical education of younger school students. We use Dubohai’s scientific work as an example of a properly organized approach to the integration of physical education into the primary school system. Moreover, the scientific and methodical studies of the scientist in the context of the organization of inclusion in the modern school become especially significant.

In the context of our research, we will consider Oleksandra Dubohai’s concept “Learning in motion”, because, in our opinion, it fully takes into account the potential of individual work with students. The essence of the “learning in motion” model is the universal feature of the explanation of new educational material at the end of the lesson, in which, as a rule, low mental and motor activity levels are observed against the background of mental fatigue of children. The researcher found out experimentally that it is in this part of the lesson that the teacher, teaching the essence of the new material and, if necessary, writing it on the board, offers the students to display it in the form of motor actions, writing out letters, numbers, phrases, foreign words, formulas, arithmetic and mathematical examples and their answers and so on with the tip of the nose, shoulder points, hands or other parts of the body.

According to the researcher, this approach contributes not only to the spatial memorization of the proposed educational knowledge, but also to the improvement of mental performance due to, for example, the spread of motor activity of the muscles of the cervical spine (when writing tasks with the tip of the nose), since performing neck movements stimulates increasing the supply of oxygen with blood circulation to the cerebral cortex. In order to improve the effect of movements both on the spatial memorization of educational material and to relieve fatigue from the upper thoracic spine as a means of prevention and timely correction of postural disorders, the teacher offers children to draw in space simultaneously with both shoulder points not only individual words or mathematical examples, but also geometric shapes.

In addition, in the form of homework, the teacher can recommend that children should repeat the new acquired educational information and when preparing lessons at home, offer to perform movements to parents, brothers or sisters, which will contribute to the acquisition of emotional and social skills, since learning is not only sitting at a desk and standing near the board, it’s also fun spending time with the family. This will not only create a fun emotional atmosphere when doing lessons at home, but also significantly increase the motor activity of adults, help them get rid of cervical or upper thoracic osteochondrosis.

We would like to note that Oleksandra Dubohai’s thorough scientific and methodical studies became the basis for both the development of the concept of the New Ukrainian School and models for the organization of the school’s inclusive educational environment.

Stanislava Tokareva (2016) investigated the specifics of the training of future physical education teachers for corrective and rehabilitation work with primary school students. The scientist characterized *the correctional and rehabilitation work* in primary school as a specially organized pedagogical process, covering the educational and everyday activities of the child, aimed at correcting and alleviating deviations in his psychophysical state, forming or reconstructing individual personality qualities for the purpose of his development, full-fledged school adaptation and social integration. We fully agree with the interpretation of the author, because we think that “corrective and rehabilitation” work is the basis for the organization of inclusion in a general educational institution. In addition, we are impressed by the scientist’s efforts to emphasize the “individual” qualities of the child as what the physical education teacher’s professional efforts should be aimed at.

Liudmyla Ivanova uses a slightly different concept, but very close in terms of meaning, namely “physical culture and health-preserving work”. In the research of the scientist, it was determined that the training of future teachers of physical education for physical education and health work should ensure the acquisition of the following knowledge and skills: apply forms, methods, means of educational work that are not harmful to the health of students; to ensure the appropriate level of teaching subjects in the educational field “Health and physical culture”; to provide students with thorough knowledge about health and ways to preserve and strengthen it; to promote the formation of school students’ need for a healthy lifestyle and practical skills in leading it; to form the appropriate motivation regarding the implementation of physical culture and health work with students of general educational institutions, the skills of a teacher-organizer of physical culture and health work at school, the skills of organizing and conducting classes in physical culture and health circles, the skills of conducting lessons and classes with special medical groups.

As we can see, over the past decade, the authors have seriously thought about ways to improve the professional training of future physical education teachers in the context of rejecting the “universality” of physical education and adopting comprehensive individualization and personalization of the physical improvement of young people.

In different countries of the European Union, the organization of physical culture and youth education is guided by different approaches. So, for example, in Poland, the approach to physical education as a pedagogical activity related to the socio-cultural modification of the human body is widely presented. This approach is specified taking into account various factors.

In Finland, for example, the prevailing approach is that physical education is oriented towards the education of a healthy lifestyle of students by involving them in various forms of motor activity during education and in the future, throughout life. AS the main conditions that ensure human participation in motor activity, Finnish scientists consider: social recognition (approval of friends and society), an intellectual component (availability of knowledge about the benefits of motor activity and what is an integral component of a healthy lifestyle) and the presence of main motor skills.

In the Netherlands, motor education (upbringing) is considered a priority, according to which the most important thing for a person is the culture of movements and the ability to use it throughout life. Unlike the Finnish concept, in which physical activity is considered exclusively as a means of preserving health, in the Netherlands it is considered more broadly, taking into account its ability to influence the versatile development of the individual and interpersonal communication with the environment.

In England, the central place is traditionally occupied by the approach to physical culture education, in which the emphasis is placed on sports – development of sports skills, participation in sports competitions and preparation for them, achievement of sports results (taking into account individual characteristics), maintaining physical and sports activity throughout life. At the same time, playing sports is considered as a means of forming personal qualities and social abilities, including ethical traits. Health is in the field of vision as one of the factors of personality development, character formation through sports, its influence on the motivational and volitional spheres in the pursuit of sports achievements is studied. German approaches are characterized by a combination of all the above-mentioned European concepts. Scientists include the development and practical implementation of a complex of programs focused on aesthetic and artistic manifestations of physical activity in physical education as innovations. We are talking, first of all, about the theatre of movement, sports, pantomime, etc.

The concept of “inclusive educational environment” introduced into scientific circulation by Alla Kolupaieva is the most widely used. Sometimes, the authors use the phrase “barrier-free educational environment” as its synonym.

For the most part, scientists (methodologists, teachers, researchers) reflecting on this concept in different contexts agree in the following: an inclusive educational environment is characterized by the following parameters: recognition by the teacher of the need to use a variety of educational approaches, taking into account different learning styles, temperament and personalities of individual children; adaptation of educational materials for use in a new way, supporting the child’s independent choice in the process of learning

in the classroom; use of various options for grouping children; establishment of cooperation and support among students of the class; use of a wide range of activities, practical exercises and materials corresponding to the child's level of development.

In addition, the modern inclusive educational environment is characterized by a system of value attitudes towards learning, upbringing and personal development of children with special educational needs, as well as a set of resources (means, external and internal conditions), their life activities in a comprehensive educational institution and a focus on the implementation of individual educational strategies of school students.

We understand an inclusive environment as a living space that provides an increase in the sense of self-worth and self-confidence of children who need correction of psychophysical development. The creation of an inclusive environment is a flexible, individualized system that involves not only adapting the physical environment, but also training teachers, changing the system of providing students with the opportunity to learn according to an individual curriculum, providing medical-social, psychological-pedagogical and scientific support, creating educational programs, educational and methodological support, etc.

An unambiguous interpretation of the definition of “inclusive educational environment” can be found in the text of the Law of Ukraine “On Education, namely: “a set of conditions, methods and means of their implementation for joint learning, upbringing and development of education seekers, taking into account their needs and capabilities”.

In the context of our research, we define the concept of an inclusive educational environment as follows: a set of material, spiritual and social conditions for the existence and activity of students who, regardless of their educational needs, are able to learn more effectively, increase their social and communicative competence; it is an environment that contributes to the maximum satisfaction of children's needs in development, restoration, correction and compensation of impaired functions, social adaptation, assimilation of social experience and integration into society; provides for all subjects of the educational process opportunities for effective self-development, provides for solving the problem of education of children with disabilities by adapting the educational space to the needs of each child.

Natalia Shchekotylna defines the training of a future physical education teacher for individual work with students in the conditions of inclusion as a pedagogical process that is a structural component of the integral professional training of a future teacher, aimed at making future teachers aware of the importance and necessity of creating a barrier-free health-preserving environment in the future profession, formation of knowledge, abilities and skills of individualization and differentiation in the physical education of children with special educational needs and the development of qualities that will contribute to the success of the teacher's implementation of an individual approach in the physical education of school students, taking into account the principles of the ideology of inclusion.

According to Svitlana Onyshchuk, the socio-pedagogical functions of a physical education teacher (educator, organizer, researcher) are constantly expanding and becoming more complicated. Gradually, the palette of functions of a physical culture teacher is supplemented by the ability to coordinate various types of health-preserving activities of students both in the educational environment of a comprehensive educational institution and beyond it. One of the leading means of implementing this function is sports and mass work in the field of physical culture and rehabilitation.

We agree with the author that mass sports work is a dynamic systemic complex of professional actions of a teacher in planning and designing, organizing and moderating, coordinating and implementing sports events in the educational environment of a general secondary education institution. We support Onyshchuk in the fact that sports and mass work is distinguished by bright health-preserving content (promotion of a healthy lifestyle, development of valeological culture, support of physical activity, prevention of chronic physical diseases, prevention of mental and emotional diseases) and technology (instruction, algorithm of conduct, phasing, adjustment, reflection).

Therefore, we can state that modern mass sports work with a pronounced health-preserving content is distinguished by a powerful potential for enriching the inclusive educational environment of comprehensive secondary education institutions with various forms of work to attract children with special educational needs to physical culture and rehabilitation practices.

Conclusions. The modern system of physical education is distinguished by a bright health-preserving content and a valeological “beginning”, however, the spread of inclusion in the system of comprehensive secondary education has once again actualized the issue of individualization and differentiation of physical education of school students. Being at the stage of formation, the concept of introducing elements of inclusion into the practical activity of a physical culture teacher is implemented in various forms of work during the years of physical education: physical culture, rehabilitation, valeology, rehabilitation, development, etc. In our opinion, the very sports and mass work needs deeper research attention, because the involvement of students with special educational needs covers not only their physical development, but also their involvement in the

developmental and educational environment of the educational institution. This will be a *promising direction of our further scientific research in this regard*.

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Підготовка майбутніх учителів фізичної культури до здоров'язбережувальної діяльності в умовах інклюзивного освітнього середовища

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У статті висвітлено проблему підготовки майбутніх учителів фізичної культури до роботи в інклюзивному освітньому середовищі закладів освіти. Мета дослідження полягала у визначенні теоретичних засад проблеми підготовки майбутніх учителів фізичної культури до організації здоров'язбережувальної діяльності в інклюзивному освітньому середовищі. Обґрунтовано своєчасність сфокусування дослідницької уваги на проблемі підготовки майбутніх учителів фізичної культури до впровадження елементів спортивно-масової роботи в інклюзивному освітньому середовищі на здоров'язбережувальних засадах. Систематизовано наукову інформацію щодо понять «інклюзивне освітнє середовище», «здоров'язбережувальна спортивно-масова робота». Визначено, що сучасне інклюзивне освітнє середовище характеризується системою ціннісного ставлення до навчання, виховання і особистісного розвитку дітей з особливими освітніми потребами, а також сукупністю ресурсів (засобів, зовнішніх і внутрішніх умов), їх життєдіяльності в загальноосвітньому навчальному закладі і спрямованістю на реалізацію індивідуальних освітніх стратегій вихованців. Характеризовано своєрідність професійної діяльності вчителя фізичної культури з упровадження здоров'язбережувальної спортивно-масової роботи в інклюзивному освітньому середовищі, яка полягає в необхідності створення безбар'єрного здоров'язбережувального середовища у майбутній професії, формування знань, умінь і навичок індивідуалізації та диференціації у фізичному вихованні дітей з особливими освітніми потребами та розвиток якостей, що сприятимуть успішності реалізації вчителем індивідуального підходу у фізичному вихованні школярів з урахуванням принципів інклюзії.

Ключові слова: вчитель фізичної культури, підготовка майбутніх учителів фізичної культури, здоров'язбереження, фізкультурно-оздоровлювальна робота, інклюзія, інклюзивне освітнє середовище, спортивно-масова робота, спортивно-масова-робота здоров'язбережувального спрямування, учні з особливими освітніми потребами.

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