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### ПЕДАГОГІЧНІ УМОВИ РЕАЛІЗАЦІЇ РУХОВОЇ АКТИВНОСТІ ДІТЕЙ З ОСОБЛИВИМИ ОСВІТНИМИ ПОТРЕБАМИ ЗА УМОВИ ЗМІШАНОГО НАВЧАННЯ

**Анотація.** У статті розглянуто питання здоров'язбереження дітей з особливими освітніми потребами в умовах реалізації змішаного формату навчання. Визначено, що основою забезпечення належного рівня фізичного та психологічного стану дітей з особливими освітніми потребами є спеціально організована рухова активність. Мета дослідження – виокремити педагогічні умови реалізації рухової активності дітей з особливими освітніми потребами за умови змішаного навчання. Методи дослідження: теоретичний аналіз, систематизація, порівняння та узагальнення даних літературних джерел, аналіз та синтез. Досліджено, що у якості педагогічних умов доцільно розглядаємо ті, що забезпечують формування та ефективність реалізації розвивального процесу рухової активності дітей з особливими освітніми потребами, є їх органічною складовою, забезпечують доцільне формування форм, методів, засобів реалізації процесу рухової активності дітей з особливими освітніми потребами у процесі змішаного навчання та здатних значно підвищити ефективність їхньої рухової активності задля досягнення визначених цілей та реалізації завдань, які сприятимуть збереженню та покращенню показників соматичного здоров'я. Педагогічні умови реалізації на практиці рухової активності дітей з особливими освітніми потребами у форматі змішаного навчання представляємо у якості системи реалізації цілісного освітньо-виховного процесу, що забезпечує ефективність його організації у досягненні цілей. Виокремлено педагогічні умови рухової активності для дітей з особливими освітніми потребами при змішаному навчанні: базові, коректувальні, варіабельні, кваліфікаційні, формувальні. Обґрунтовано виокремлені педагогічні умови реалізації рухової активності дітей з особливими освітніми потребами у форматі змішаного навчання: з точки зору оптимальності у будь-яких педагогічних ситуаціях і які позиціонуємо як каталізатор суттєвих змін у досягненні ефективності рухової активності дітей з особливими освітніми потребами при змішаному навчанні. Установлено, що організаційно-методичне забезпечення кожної педагогічної умови перш за все передбачає задоволення особливих освітніх потреб дітей у повноцінній руховій активності.

**Ключові слова:** діти з особливими освітніми потребами; рухова активність; змішане навчання; здоров'язбереження.

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### PEDAGOGICAL CONDITIONS FOR THE IMPLEMENTATION OF MOTOR ACTIVITY OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN HYBRID LEARNING

**Abstract.** The article deals with the issue of health protection of children with special educational needs in the context of the implementation of a hybrid learning format. It has been determined that the basis for ensuring an adequate level of the physical and psychological condition of children with special educational needs is specially organized motor activity. The purpose of this study is to identify the pedagogical conditions for the implementation of motor activity for children with special educational needs in hybrid learning. Research methods: theoretical analysis, systematization, comparison, generalization, methodological, and specialized literature. It is investigated that as pedagogical conditions it is advisable to consider those that ensure the formation and effectiveness of the developmental process of motor activity of children with special educational needs, are their organic component, provide the appropriate formation of forms, methods, means of implementing the process of motor activity of children with special educational needs in the process of hybrid learning and can significantly increase the effectiveness of their motor activity to achieve certain goals and implement tasks that will contribute to the preservation and improvement of The pedagogical conditions for the practical implementation of motor activity of children with special educational needs in the format of hybrid learning are presented as a system for the implementation of a holistic educational process that ensures the effectiveness of its organization in achieving the goals. The pedagogical conditions of motor activity for children with special educational needs in hybrid learning are highlighted: basic, corrective, variable, qualifying, and formative. The pedagogical conditions for the implementation of motor activity of children with special educational needs in the format of hybrid learning are substantiated: in terms of optimality in any pedagogical situation and positioned as a catalyst for significant changes in achieving the effectiveness of motor activity of children with special educational needs in hybrid learning. It has been established that the organizational and methodological support of each pedagogical condition primarily involves meeting the special educational needs of children in full motor activity.

**Keywords:** children with special educational needs; motor activity; hybrid learning; health protection.

**Statement of the problem.** Experts assessed the state of physical health of children with special educational needs before the outbreak of a full-scale war as unsatisfactory, which, after the beginning of russian aggression on the territory of Ukraine, has undergone further negative changes [9]. The physical and emotional imbalance that results from the introduction of alternative learning formats, such as distance and hybrid

learning during the quarantine period and after the outbreak of war, in children with special educational needs arises due to changes in the environment, causing a deterioration in physical condition, which is based on specially organized motor activity.

Implementing the proper amount of motor activity for children with special educational needs in a hybrid learning environment is a complex social and pedagogical problem that has become much more relevant during the prolonged martial law in Ukraine. The mandatory physical education lessons defined by the school curriculum do not currently ensure the fulfillment of the task of developing the motor activity of children with special educational needs in hybrid learning. A natural consequence of this is the issue of proper physical development and health of children with special educational needs, whose number in Ukraine is constantly increasing at the expense of children affected by the war - a social need of Ukrainian society, which has become especially important in connection with Russia's full-scale invasion of Ukraine and ongoing hostilities.

Given the ongoing aggression of the Russian Federation and the consequences of the impact of hostilities on the territory of Ukraine, the issue of health care for children with special educational needs is of particular relevance.

**Analysis of recent research and publications.** In the modern scientific discourse, we can observe an increase in interest in schoolchildren's motor activity as a key and generating factor of health protection [2, 3, 5]. At the same time, the connection between education and health is emphasized [4, 13].

In a number of studies [3, 10], researchers have stated that the fulfillment of the declared learning objectives during the school period, in terms of ensuring the full development and strengthening of children's mental and physical health, is at best partial. This is confirmed by empirical data [9] on the physical characteristics of school-age children in the pre-war and war periods in Ukraine.

Scientific research emphasizes [1, 2, 5] that the situation with the level of children with special educational needs during education requires fundamental changes and modernization of approaches to the implementation of the appropriate amount of motor activity to ensure the effectiveness of its goals. At the same time, the development of functional capabilities of the body and motor skills, enrichment of the motor experience of children with special educational needs, and, consequently, their health status in the national literature is studied extremely limited.

The proper level of motor activity is undoubtedly recognized [3, 4, 13] as a leading and indispensable factor in the healthy lifestyle of school-age children. Particular attention in this context is paid to children with special educational needs who already have certain functional disorders at the current time [8, 10]. Existing scientific data show [2, 5] that the motor activity of children with special educational needs, research on their condition, and measures to improve the situation are currently declarative and situational.

Since the situation has become even more complicated since the military aggression of the Russian Federation on the territory of Ukraine due to the change in the format of education, we intend to update the approach to solving this problem by determining the pedagogical conditions of motor activity of children with special educational needs in the process of implementing hybrid learning.

**The purpose of this study is** to identify the pedagogical conditions for the implementation of motor activity of children with special educational needs in hybrid learning.

**Research methods:** theoretical analysis, systematization, comparison of different views on the problem under study, and generalization of data from scientific, methodological, and specialized literature.

**Presentation of the main research material.** Following the postulate of scientific research, let us turn to the fundamental concept of «pedagogical conditions» and make an attempt to determine it. In modern pedagogical science, the definition of pedagogical conditions is considered a key stage of scientific research, one of the basic categories [6].

Given that the definition under study consists of two concepts, let us first all turn to the interpretation of the term «conditions», which we will further consider as a structural component of the pedagogical system and a factor of qualitative transformations. In the context of pedagogy, a «condition» is defined as certain aspects that ensure the existence of phenomena and are conditioned, that is, determined by goals [6]. We are impressed by [13] interpretation of the definition of «condition» as a provision, the implementation of which determines the development of events, and, consequently, the achievement of a certain goal.

Conditions are classified according to their impact on the functioning of the pedagogical system. They can be external (objective influence of the environment) and internal (material, school hygiene, psychological, etc.) [4]. So, let's dwell on the fact that a «condition» in the pedagogical process is something on which the functioning of the pedagogical system depends, and without which the other cannot exist. This is what we will use in our scientific research.

Next, let's move on to the category of «pedagogical conditions», the interpretation of the essence and its understanding by specialists in modern pedagogy, where we find quite diverse justifications for the research question. Given that our study deals with the definition of the concept of «pedagogical conditions of motor activity of children with special educational needs in the process of implementing hybrid learning» and guided by the data of existing studies, we will be guided by the definition of the latter as guiding positions in

determining the forms, methods, means of implementing the pedagogical process. The use of the above should ensure the full effectiveness of the tasks set for the effective development of the personality of children with special educational needs in all its dimensions, such as physical, intellectual, emotional, and psychological.

Since pedagogical conditions of motor activity of children with special educational needs in the process of hybrid learning in the domestic scientific heritage have not been subjected to theoretical analysis, methodological substantiation and experimental testing and based on the material processed, we consider as pedagogical conditions those that ensure the formation and effectiveness of the developmental process of motor activity of children with special educational needs, are their organic component, provide the appropriate formation of forms, methods, means of hybrid learning.

In the following, we will use the provisions on «pedagogical conditions», which we consider optimal, as circumstances of the pedagogical process, which are factors of ensuring its effectiveness. Ensuring the effectiveness of a particular pedagogical process requires the formation of a sufficient set of pedagogical conditions that make it possible to realize the didactic tasks of a particular pedagogical process. The defined pedagogical conditions are presented as an interconnected set of approaches to the organization of motor activity, which are the basis for the formation of its content, taking into account the peculiarities of the implementation of hybrid learning.

At the same time [6], the structure of the complex of conditions should have flexibility, dynamism, be in a state of permanent development, in accordance with changes in the characteristics and components of the process and their influence. Since pedagogical conditions will be considered as a resource for ensuring the effectiveness of the pedagogical process of developing the motor activity of children with special educational needs in hybrid learning, which determines the development, implementation, and effectiveness of pedagogical innovations, their combination will ensure the effectiveness of the course.

The summary analysis shows that scholars classify pedagogical conditions as follows: organizational, psychological, social, pedagogical, etc [4, 6]. Instead, we regard their classification, which distinguishes organizational and pedagogical, content, and technological. It should be noted that in the pedagogical process, pedagogical conditions exist and are embodied in synthesis, condition each other, and cannot be used separately from others.

Therefore, to solve the problems of our study, we consider it expedient to outline the pedagogical conditions, the implementation of which will contribute to the formation of motor activity of children with special educational needs in the format of hybrid learning at the appropriate level. We see the internal core of defining such conditions in the formation of an algorithm for the implementation of an innovative educational process for children with special educational needs in the format of hybrid learning.

The result of this process should be the development of a consolidated point of view on the implementation of innovative educational activities to achieve the goal of ensuring an appropriate level of motor activity of children with special educational needs in hybrid learning. Trying to provide a meaningful description of the selected pedagogical conditions aimed at forming the motor activity of children with special educational needs in the format of hybrid learning, we were guided primarily by the need for appropriate organization of the educational process based on the involvement of children with special educational needs in optimal life activities in the context of overcoming social isolation and segregation. Thus, we see the solution to the problems of children with special educational needs in the implementation of full motor activity as a correlate of proper psychophysical development based on individually oriented targeted influence.

At the same time, the implementation of pedagogical conditions provides for the prevention and overcoming of problems that arise in children with special educational needs as a result of the impact of their specific special educational needs. Therefore, based on the existing achievements, we offer our vision of solving the problem in the selection of pedagogical conditions for the motor activity of children with special educational needs in the format of hybrid learning.

Therefore, we present the pedagogical conditions for the implementation of motor activity of children with special educational needs in the format of hybrid learning as a system of implementation of a holistic educational process that ensures the effectiveness of its organization in achieving the goals. Further, we identify and substantiate the pedagogical conditions of motor activity for children with special educational needs in hybrid learning. The list includes: basic, corrective, variable, qualifying, and formative.

Basic, which are aimed at forming a program of motor activity for children with special educational needs in the format of hybrid learning. This group of pedagogical conditions involves the development of the content of motor activity for children with special educational needs in the format of hybrid learning, based on dividing children according to special educational needs and taking into account direct signs of special educational needs in a holistic pedagogical process.

Let us highlight the basic pedagogical conditions based on the results of our scientific research: «orientation of the content of classes to the optimal ratio of strategic approaches in the implementation of motor activity in hybrid learning», «formation of an environment of friendliness and trust in the process of joint motor activity in hybrid learning», «adequacy of the requirements and tasks of motor activity to the

strength of their implementation in hybrid learning», «harmonious comprehensive development of children with special educational needs, the full realization of motor potential in the process of hybrid learning».

Given that children with special educational needs are a very diverse group that includes children with different conditions and identities - from learning difficulties and mental and behavioral diagnoses to special healthcare needs, by implementing this pedagogical condition we are trying to eliminate educational segregation and ensure the realization of educational equality and inclusion for children with special educational needs, regardless of their characteristics and abilities. Therefore, the result of the implementation of this group of pedagogical conditions should be the satisfaction of individual needs for motor activity of all children with special educational needs, regardless of their psychophysical development and disabilities.

Corrective pedagogical conditions are aimed at ensuring the maximum individual possible development of the functional state of the body of children with special educational needs through controlled motor activity in the process of hybrid learning. At the same time, this group of conditions ensures, in the presence of disabilities in children with special educational needs, the elimination or leveling of possible defects in physical condition, the formation of skills and abilities, and thus the correction of their motor function. This group of conditions is conditioned by the need to ensure the developmental effect of full-fledged motor activity in the educational process, which is implemented in a hybrid format, which, along with the educational function, must ensure the proper physical development of children with special educational needs.

So, let's highlight the corrective pedagogical conditions: «ensuring the developmental effect of motor activity in hybrid learning»; «differentiated correction of the content and forms of controlled motor activity of children with special educational needs in hybrid learning»; «focusing the content of motor activity on the emotional development of children with special educational needs in hybrid learning».

The implementation of this group of conditions, along with the development of the physical condition and psychophysiological functions of children with special educational needs, also provides for the correction of intellectual development, speech development in the process of motor activity, etc. At the same time, the characteristic features of age development should be crucial in choosing the content and forms of controlled motor activity for children with special educational needs in hybrid learning.

Based on the dispositions that in the implementation of motor activity, it is necessary to take into account the level of capabilities of children with special educational needs in hybrid learning, avoiding the creation of intellectual, physical, and moral overloads, we ensure the humanistic orientation of the educational process.

Variable, which involves the use of types, forms, and methods of motor activity of children with special educational needs in hybrid learning, which replace each other. This group of pedagogical conditions forms an invariant part of the content of compulsory and independent motor activity, based on the principles of optimizing the volume of motor activity and optimizing the content of motor activity.

Let us single out variable pedagogical conditions: «choice of alternative types, forms and methods of motor activity of children with special educational needs in hybrid education», «flexibility of planning motor activity of children with special educational needs in hybrid education», «early intervention in the motor development of children with special educational needs through motor activity in hybrid education».

The formation of this group of pedagogical conditions is justified by the lack of a single approach to ensuring proper motor activity of children with special educational needs in hybrid learning, taking into account the peculiarities of the models in which the bulk process is implemented. Therefore, the effectiveness of such approaches is ensured by the choice of alternative types, forms, and methods of motor activity of children with special educational needs in hybrid learning. At the same time, this choice must be justified from the point of view of optimality in any pedagogical situation.

Qualification, provide for the proper qualification training of teachers who work with children with special educational needs. This group of pedagogical conditions is designed to ensure work with children with special educational needs at the proper professional level, which provides for the appropriate professional competence of specialists who implement hybrid learning.

As indicated above, the effectiveness of the pedagogical process is ensured by the unity and organic combination of a complex of pedagogical conditions, which is ensured by practical implementation, based on the professional qualifications of the teacher. A group of qualifying pedagogical conditions synthesizes the personal potential of teachers, their knowledge and skills to work in inclusive classes or special schools, their professional qualifications and competence, and the ability to build and model pedagogical activity in a variety of ways.

We will single out the qualifying pedagogical conditions: «personal readiness to work with children with special educational needs», «dynamic continuous development of the pedagogical skills of a specialist», «permanent updating of educational and methodological support for methodological support of motor activity of children with special educational needs in hybrid learning».

In conclusion, we support the idea that it is precisely the specialists who implement hybrid learning who determine the optimal choice of rational options for content, forms, and methods of its implementation to

ensure optimal motor activity of children with special educational needs in hybrid learning. At the same time, parental support for the implementation of the methodology determined by the specialist is a significant milestone in ensuring the effectiveness of the implementation of motor activity of children with special educational needs in hybrid learning.

In general, this group of pedagogical conditions does not provide for an emphasis on any specific approaches to organizing the motor activity of children with special educational needs in hybrid learning. In synthesis with a group of variable pedagogical conditions, decisions based on a clear understanding of how the motor activity of children with special educational needs in hybrid learning occurs are ultimately made by the specialist.

Formative, these pedagogical conditions are designed to ensure compliance with modern trends in the development of the industry and are based on the use of interdisciplinary connections.

Currently, the educational process is in a state of unprecedented change and an uncertain future. Technologies and methods of hybrid learning in the education of children with special educational needs are changing rapidly [11]. We see trends [12] that show the need for educational solutions that are suitable for children with various special educational needs. Given the rapid pace of technological change, hybrid learning is based on the use of the latest innovative information and communication technologies in the process of forming the motor activity of children with special educational needs. The relevance of the information and communication technologies used is the technological cornerstone of the learning environment in the implementation of hybrid learning [11].

Among the formative pedagogical conditions, we highlight the following: «implementation of motor activity of children with special educational needs through interactive forms and methods in the process of hybrid learning», «integration into hybrid learning of innovative pedagogical technologies for the development of motor activity», «application of advanced methods of supporting the hybrid learning process in ensuring motor activity of children with special educational needs».

Nowadays, hybrid learning, in accordance with modern reorganization processes in education, requires the formation of modern content based on innovative technologies [7]. The active introduction of innovations into the educational sector during the war became one of the key areas of work of the Ministry of Education and Science of Ukraine and its departments [5].

In general, in conclusion, we can state that currently, hybrid learning for children with special educational needs is in the stage of its active progress. By synthesizing technology with traditional teaching, hybrid learning aims to meet the unique needs of each child with special educational needs, shaping the kind of motor activity that best suits them.

**Conclusions.** In the process of studying the pedagogical conditions of motor activity of children with special educational needs in hybrid learning, based on the generalization of views on the interpretation of the definition of «pedagogical conditions», the fundamental narratives were identified in the aspect of our scientific search. Despite the lack of a unified interpretation of the concept of "pedagogical conditions" and the fact that the pedagogical conditions of motor activity of children with special educational needs in the process of hybrid learning in domestic scientific works have not been subjected to theoretical analysis, methodological justification and experimental testing, and based on the processed material, we consider as pedagogical conditions those that ensure the formation and effectiveness of the implementation of the educational and educational developmental process of hybrid learning, are their organic component, provide the appropriate formation of forms, methods, means of implementing motor activity and are capable of significantly increasing its effectiveness to achieve the specified goals and implement the tasks. It was found that from a pedagogical point of view, they determine the development, implementation, and effectiveness of pedagogical innovations, and by combining them, we will ensure the achievement of the effectiveness of the motor activity of children with special educational needs in hybrid learning.

We present the pedagogical conditions for the implementation in practice of the motor activity of children with special educational needs in the hybrid learning format as a system for the implementation of a holistic educational process, which ensures the effectiveness of its organization in achieving goals. A classification is presented that covers a complex of pedagogical conditions: basic, corrective, variable, qualifying, formative, and corrective.

We have justified the identification of pedagogical conditions for the implementation of the motor activity of children with special educational needs in the hybrid learning format from the point of view of optimality in any pedagogical situation which we position as a catalyst for significant changes in achieving the effectiveness of the motor activity of children with special educational needs in hybrid learning. The features of ensuring the practical implementation of pedagogical conditions for the motor activity of children with special educational needs in hybrid learning from the standpoint of their use in models of implementation of this process by hybrid learning tools are described. Organizational and methodological support of each pedagogical condition primarily involves meeting the special educational needs of children in full-fledged motor activity.

**Prospects for further exploration** include the development of methodological support for practical testing of pedagogical conditions for the implementation of motor activity of children with special educational needs in the hybrid learning format.

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