4.3. Pedagogical support

At the heart of pedagogical support of training of students with special needs in integrated groups is not only the high professional skills of teachers, but also a deep understanding of the peculiarities of psychophysical development of people with different types of disabilities, the individual needs of such students, in particular the specifics of their perception of educational material. The teacher should possess special pedagogical methods and modern technical means of teaching, skills of effective pedagogical interaction with the integrated student collective.

The need for pedagogical support of training of students with disabilities arises from conservatism, low plasticity and imperfection of conventional in UNIVERSITIES traditional educational technologies that are difficult to transform to the individual needs of such students [19]. In addition, THE University rate of learning, the amount of educational material, the number and complexity of tasks and requirements of teachers is much higher than in school, this determines the needs of students with disabilities in the additional attention and assistance of teachers. Pedagogical support involves the creation of conditions for professional and personal development of each student, regardless of his nosology, and therefore requires the improvement of technology and content of training. This type of support is carried out during the entire period of training of students in universities.

Teaching support is provided by teachers and curators of integrated groups who are responsible for the professional training and education of students. There are many pedagogical problems that teachers face because of the reluctance of some students to report their disabilities and the difficulties they face in the learning process. Such behaviour may be due, inter alia, to the desire to appear equal among equals, to a re-evaluation of one's capabilities, lack of awareness of the technical support and individual assistance that the University can provide. Therefore, the Department of social adaptation and rehabilitation should inform teachers of integrated groups about the presence of students with disabilities and the difficulties in the perception of educational material that they may have. Such information should be completely confidential: the teacher has no right to abuse it, to humiliate the dignity of the student, to emphasize his disability.

Pedagogical support is closely related to technical, psychological and social support, so its implementation requires the participation of specialists of the Department of special technologies of education, management of social adaptation and rehabilitation and management of educational work.

From a wide range of pedagogical technologies of higher school the most effective for teaching students with disabilities are: information and creative technologies, the use of interactive forms of classes, the introduction of modular rating system of knowledge control, distance learning, including through the Internet and the like. For students with disabilities of particular importance is the organization of independent work under the guidance of teachers, which should organically combine additional advice on academic disciplines, the use of adaptive technical means of training, media library (alternative library), tutor assistance.

Pedagogical support involves the application of an individual approach to students with disabilities in the learning environment in an integrated educational environment, includes the following system of activities: \* familiarization of students with the peculiarities of education in universities (perception and summary of lecture information, preparation for practical, laboratory and seminar classes, organization of independent work, forms of knowledge control, passing tests and exams, etc);

• familiarization of students with the peculiarities of education in universities (perception and summary of lecture information, preparation for practical, laboratory and seminar classes, organization of independent work, forms of knowledge control, passing tests and exams, etc);

• development (taking into account features of perception of educational material by students of various nosologies) of special educational and methodical providing, in particular, basic lecture notes with allocation of the main information significant fragments of the text, glossaries, methodical recommendations;

• use of special technologies and technical means for representation of educational material in the form adapted to needs of students: verbal, visual, sound, relief, electronic, etc;

• development and implementation of adapted forms of knowledge control;

• development of individual programs and organization of individual training schedule;

• organization of independent work of students, its technical and methodological support (work In the center of independent work of students with special needs, use of the library and media library, development of methods of self-analysis, structuring, processing and recording of information);

• provision of consulting assistance to compensate for "gaps" in knowledge of students with disabilities, conducting individual and group additional classes with them;

• ensuring the continuity of educational and scientific work of students: from abstracts, term papers to thesis;

• development of cognitive and search activity, intellectual independence of students with disabilities.

Based on the analysis of the difficulties faced by teachers of integrated groups of our University [20-23] and foreign educational institutions, we can identify two groups of problems. The first group covers the General problems of learning inherent in students regardless of their nosology, namely:

• low level of General education;

• knowledge gaps in basic disciplines;

• slowness of perception of educational material;

• concentration impairment;

• fast fatigue, reduced performance;

• untimely request for help due to the low level of communication, isolation, distrust of others;

• absenteeism due to increased vulnerability to infectious diseases.

The second group of problems is related to the types of functional limitations of students with disabilities, which are described in sections 4.2.1-4.2.3. Laying out in the integrated groups where students with disabilities are trained, it is necessary to consider features of perception, assimilation and reproduction of educational material by this category of youth.

Thus, the specificity of teaching blind and visually impaired students is that all educational information (lecture texts, textbooks, drawings, graphs, tables, etc.) should be prepared in an alternative form - in electronic form or Braille. At the lectures, such students need to create all conditions for the use of recording equipment and individual technical means. When passing exams and tests, the teacher, if possible, should replace written forms of oral control, or allow the use of a computer with a speech synthesizer.

Working with students with hearing impairments, it should be borne in mind that when performing written tasks, there may be certain difficulties for a limited vocabulary, inability to Express their thoughts in writing, a large number of spelling mistakes. In oral responses, the main difficulties arise due to insufficient speed of reading, misunderstanding of abstract words and expressions, context and, as often happens, lack of desire read aloud at all. Therefore, when working with students with hearing impairments, the main attention should be paid to the activation of visual perception and visual memory, conciseness and consistency of teaching educational material. A key role in the interaction of a teacher and a deaf student is played by a sign language interpreter, on the professionalism and preparedness of which the quality of training of such a student depends. A big problem for all three participants of this educational process is the lack of fingerprinting dictionaries of special terms in professional disciplines. Therefore, to improve the quality of professional training of students with hearing impairments it is essential to create a joint effort of teachers and interpreters dictionaries of the most used terms for each specialty.

Practical advice to teachers of integrated groups is developed on the basis of the experience of teachers Of the University “Ukraine”, councils of foreign specialists who worked at the University, and the experience of students with disabilities, listed in annexes 8-9.

It should also be noted that the organization of training of students with special needs can use the entire Arsenal of well-known modern forms of organization of the educational process, in particular credit-modular system, modular rating system of knowledge assessment, distance learning, etc [66].

We should not forget about such an important component of the educational process as the development of creativity of students with disabilities. Our University has a center of student creativity, where students with disabilities have the opportunity to develop their talents in integrated Amateur groups. The festival of creativity of students with disabilities “Shining of hope”, which is held in 11 categories, is very popular.

4.4. Psychological support

The problems of the impact of disability on the psyche and personal development of a person were studied by domestic and foreign scientists on the basis of a comprehensive approach to medical and psychological problems of people with special needs [4,7,25,35,37,39,42,45-49,57-58,62,67,71]. Theoretical and practical achievements of these scientists were the basis for the development of psychological support of training of students with special needs, closely related to medical and pedagogical support of training.

Taking into account the peculiarities of the composition of students at the University "Ukraine", their psychological support begins at the stage of admission to the University and continues until the completion of studies at the University. It is closely related to pedagogical and social support and is aimed at improving the effectiveness of training by solving psychological problems of students, preventing cognitive activity, as well as the acquisition of skills that improve adaptation to the educational process. It should be noted that students with disabilities, regardless of nosology, have many common psychological problems that constrain the processes of their adaptation and integration into the educational environment. At the same time, this or that disease and the degree of its severity bring to human life its own specifics, which must be taken into account, so the approach to each student must be individual.

Psychological assistance to students should be comprehensive and cover all areas of their life.

Psychological support includes:

• psychological diagnostics of students with special needs in order to identify and solve problems that arise in the process of their integration into the educational environment;

• creation of individual cards of students on the basis of the received data and development of psychological component of individual rehabilitation programs;

• provision of psychological consultations to solve the identified psychological problems;

• carrying out group work: workshops, seminars, therapeutic groups with the goal of addressing a students psychological problems and gaining necessary skills for efficient adaptation to the conditions of learning;

• identification of the difficulties of students ' interaction with teachers, methodologists and other employees of the University, seminars and trainings aimed at improving mutual understanding and cooperation;

• identification of conflict situations arising in student groups and assistance in their solution;

• assistance in overcoming students with functional limitations of the negative impact of the disease on the learning process and socialization.

Special attention is paid to first-year students in order to adapt to the new social situation – training in integrated UNIVERSITIES and graduate students who need to be prepared for entering the labor market and finding a job.

On the basis of preliminary psychological testing of incoming and individual interviews with first-year students, individual cards of students with special needs are formed, which take into account the peculiarities of their psychophysical condition, the need for technical means of training, psychological and pedagogical correction.

Both individual and group work is carried out with students. Individual work involves and psycho psycho-correction assistance and counseling (for treatment). Such work can only be carried out by a qualified psychologist.

For students with special needs, it is advisable to create relaxation rooms and rooms for emotional relief, which can improve the efficiency of the educational process.

Group work includes psychological trainings and seminars, creation of support groups. This work can be carried out in groups consisting exclusively of students with functional limitations, in "mixed" groups.

Before the students of 1-2 courses, who undergo the process of adaptation to the conditions of training in an integrated team, the most acute problem is the adaptation to a new, sometimes unfamiliar environment of the UNIVERSITY, in which a significant segment of their life path must pass. For such students it is advisable to conduct the following trainings:

― training of development of life goals, which includes the following blocks: personal, emotional, communicative, family, integration and social activity block;

― self-confidence training, which involves the development of conflict resolution skills, the ability to say "no", to perceive yourself and other people positively, to be yourself;

― training of communication, which in addition to its main purpose is aimed at the formation and development of the team, a sense of belonging to the group, the formation of skills of cooperation, mutual perception and understanding, the ability to help other people and accept help from them, etc.;

― training of self-knowledge, self-awareness, self-esteem and self-regulation;

― training in the development of intellectual abilities to increase concentration, concentration, improve the efficiency of thinking and memory processes and other skills that help in the learning process;

― training to overcome stressful situations that may occur during training in an integrated group, which provides for the mastery of the basic strategies to overcome stress, relaxation techniques, autogenic training, etc.;

― personal growth training;

― motivational training, etc.

No less important is the training work for graduate students, when they face the fact of entering the labor market. The problems of graduates with disabilities are associated with

the need to leave the usual student environment with established relationships, established rhythm of learning and certain rights and responsibilities and plunge into the real world, adulthood, where you need to solve problems, build a career, fight and defend their place in life. It should be noted that it is in the final year of students increases the level of depression, anxiety, uncertainty in their future. Therefore, the purpose of the training work carried out In the center for career development and entrepreneurship should be to prepare graduates for independent professional life. For graduate students it is recommended to conduct the following trainings:

― training of development of life goals, which includes the following blocks: personal, emotional, communicative, family, integration and social activity block;

― self-confidence training - for the development of conflict resolution skills, the ability to say "no", to be yourself, to find your place in life (work);

― partner communication training;

― decision-making training;

― the training of persuasive influence;

― business negotiation training;

― training to counteract the influence of others;

― sales training;

― training to overcome stressful situations that may arise in case of refusal of employment, loss of work, misunderstandings with the authorities, etc.

In addition to adaptation and integration training for students with special needs throughout the process of their education at the UNIVERSITY are very important and useful training programs aimed at their personal and physical development :

― sensitivity training-the ability to feel, respect and take into account the feelings, thoughts and actions of another person;

― training of creativity-development of own creative abilities, imagination;

― training " how to overcome aggression and anger?”;

― events dance training-body-oriented therapy;

― art therapy, etc.

So, taking into account the peculiarities of individual development of students with special needs and their way of life, the emphasis in group work should be made on the development of their communication skills, intellectual abilities, self-confidence, the development of self-awareness, self-knowledge, self-esteem, self-regulation, creativity, etc.also particularly effective for them is dance and art therapy, training to overcome stressful situations and others. In addition, it is desirable for these students to implement various motivational programs to encourage them to successful learning and social activity.

It should be noted that in the implementation of training programs it is necessary to apply a differentiated approach depending on the specialty of students. For example, for students of the faculties of social technologies, Philology and journalism, law and international relations it is advisable to conduct trainings on communication, sensitivity, negotiation training for students of the faculty of Economics and management it is better to conduct trainings on partner communication, sales, negotiation, self-confidence, persuasive influence training, etc.

Integrated training of students with OP is not limited only to their presence in integrated groups, as integration is involvement, cohabitation, co - creation. It involves the formation and harmonious development of the student group. Only in such a group is provided the developmental effect of integrated learning for all members of the student community.

At the initial stage of the formation of the student group as a team, it is necessary to conduct professional psychologists consultations, seminars and trainings to improve the skills of teachers and curators of integrated groups. Such events should be organized for student activists, in particular, the elders of integrated groups, student administrators, leaders of student self-government. Such activity should provide overcoming of alienation, increase of group cohesion and interpersonal compatibility, minimization of conflict, perception of the expressed individuality of the student with disability along with other students.

4.5. Social support:

In modern society, which is still inclined to perceive a person with a disability through the prism of negative stereotypes, a significant number of people are accustomed to bias against them, considering such people incapable of work and insolvent [70]. This, of course, humiliates a person with a disability, does not allow her to believe in herself, to fully reveal and develop her talents and abilities. While studying at the UNIVERSITY, young people with disabilities face various difficulties and obstacles that reflect the unwillingness of society to take full care of such people, to provide them with equal opportunities to receive quality education. The lack of equal opportunities in education significantly narrows the life horizons of people with disabilities.

The University” Ukraine", whose main goal is the harmonious development of the personality of each student, consistently creates an atmosphere of equality, partnership, mutual assistance and mutual respect. The well-known slogan of social workers “to Help people to help themselves” [70] is directly related to the organization of social work at our University.

Social support of training of students with special needs should ensure that they perform basic social functions, namely training, employment, communication with people. The main purpose of support is to ensure the integration of students in the University environment, and indeed-in society, ensuring their active social life, the formation of students ' self-esteem and respect for others, to promote their self-actualization, self-improvement, their full socialization.

Integration and adaptation of the individual to the social environment is a much more complex process than it may seem at first glance [68,69,72]. In order to ensure the integration of a student with a disability, the most valuable is the emergence of a sense of comfort that helps him to adopt the rules of coexistence in the team [19].

For the organization of social support, it is necessary to create a “support network” for students with disabilities during the entire period of their study at the UNIVERSITY. The first step in creating such a network is to identify and analyze the problems of students with disabilities that arise in the social environment of the UNIVERSITY. At the same time, the individual needs of such students in social support are determined depending on their nosology, level of knowledge, financial situation, state of integration into society, availability of practical skills, degree of independence. For each student with a disability, an individual program of social patronage should be drawn up, the elements of which are directly related to pedagogical, psychological, tutor, rehabilitation support.

Before social patronage can be involved bodies of social protection of persons with disabilities, specialists of the Department of social adaptation and rehabilitation, curators of groups, coordinators for the training of students with special needs, students-Tutors, volunteers of student social service.

Social support begins at the stage of admission to the UNIVERSITY, as described in section 4.1. That's when it turns out the state of readiness for training, needs and characteristics of the future student. At this stage, a program of social patronage of students with disabilities is drawn up and its performers are determined.

The first steps of a student with a disability at the University are the most difficult. Unusual rhythm of training, a large amount of educational material, integrated team, difficulties in orientation, architectural barrier and many other factors can adversely affect the moral and psychological state of freshmen. It is at this stage that the most effective support is the social patronage of students with disabilities.

The specificity of social support of students with disabilities largely determines the nature of their disease. For example, students with sensory impairments may find it difficult to move around the University, find the right classrooms and offices, and obtain the necessary information. They need the help of a tutor-orientation consultant to get acquainted with the territory of the University and get used to its premises. Such training, especially for blind students and wheelchair users, should take place before the start of classes, because later it will be complicated due to lack of time and a large number of people on the territory of the UNIVERSITY. For the needs of students, they can be provided with a map of the University premises.

The key point of social support is the organization of the school Tutors (coordinators, writers, attendants, consultants from academic disciplines, sign language interpreters, orientation instructors), which will continue to provide daily support to students with disabilities. It is advisable to involve experienced teachers of the departments of social work and psychology, specialists of the departments of social adaptation and rehabilitation and educational work in the organization of such a school. Students-Tutors, regardless of their specialty, must acquire in this school certain skills of social work, the basics of medical knowledge, pass psychological trainings.

In today's market conditions, many people with disabilities are in a difficult financial situation. Therefore, providing financial assistance to such low-income students is one of the most important tasks of social support. According to the legislation of Ukraine [73-76], students with disabilities studying in state UNIVERSITIES are supported by the state at the expense of budgetary funds. Unfortunately, for non-state universities this issue is not resolved, so their students are forced to apply to various foundations and public organizations of disabled people or seek sponsors. At the University” Ukraine “low-income students with disabilities study at the expense of the Kiev city state administration (program” Care"), The Fund for social protection of disabled people of Ukraine, some other funds.

One of the types of financial assistance can be financial encouragement of students with disabilities for success in their studies, scientific work and social life (provision of scholarships, prizes, valuable gifts, vouchers, etc.). Such stimulation is of great importance for the education of students.

A very important component of social support is to attract students with disabilities to actively participate in the social life of the University. The election of such students to the bodies of student self-government, the trade Union Committee, the involvement of senior students in tutoring activities and other measures is a sign of trust and respect for students with disabilities, confidence in their abilities, recognition of their equal among equals.

The participation of students with special needs in the work of public organizations of disabled people, in particular, students increases their independence, strengthens an active life position, promotes cohesion in solving common problems. Thus, on the initiative of students of the University " Ukraine "was created all-Ukrainian public organization of students with disabilities" Gaudeamus", which unites 19 cells operating in most regions of Ukraine. The organization promotes the development of innovative educational activities in the field of training of students with disabilities, solving the problems of their training and education (Annex 10).

The presence of physical disabilities is not an obstacle to the development of talents and creative abilities of students. Therefore, they need to be more involved in various art circles

Amateur performances, creative workshops, cultural events, in particular, competitions, festivals, exhibitions, concerts.

For the development and improvement of communication skills of students with disabilities is a very effective form of work is not only to conduct special trainings, but also the organization of evenings of Dating, recreation, clubs, cafes for communication and discussion.

It should be borne in mind that people with disabilities often have more trust in each other. Therefore, it is advisable to involve undergraduate students who are already adapted to training in an integrated team, for consulting assistance to freshmen of the same nosology. Such a consulting service could provide telephone patronage of students studying by correspondence or distance learning, but isolated from society and have a limited circle of communication.

A very difficult problem for students with disabilities is employment, without which it is impossible to consider the process of their integration into society completed. To solve this problem, it is necessary to prepare students In the center for career development and entrepreneurship to enter the labor market, to organize a student labor exchange, which would contribute to the temporary and permanent employment of students and graduates with disabilities.

An integral part of social support is the introduction of elements of charitable work, the organization of charity events to support students with disabilities, the search for sponsors to provide them with technical training and rehabilitation equipment, wheelchairs, transport, humanitarian assistance.

It is hoped that in the process of implementing profound socio-economic reforms in our society, the state will take significant practical steps to solve acute social problems, in particular, people with disabilities, and will provide targeted support for higher education to all students with disabilities, regardless of the type of ownership of the institution.

4.6. Professional adaptation and rehabilitation

The main prerequisites for the success of a person with disabilities in the labor market is education (especially higher) and social rehabilitation. Twenty-FIRST century not only expands the opportunities for educational activities, but also puts forward new requirements for the quality of education. First of all, this is due to the modernization of the education system in Ukraine, an important condition of which is the combination of education, science and practice. The quality of education is determined not only by the amount of knowledge assessed by high scores, but also by the ability to use this knowledge, practical skills acquired during practice, internship or research work of the student. In addition, it is very important for students to understand market relations, economic knowledge and entrepreneurial skills. Therefore, one of the most important components of the system of training support for students with disabilities is professional rehabilitation of such students.

At the University" Ukraine " professional adaptation and rehabilitation of students is implemented in three directions. In the first years of study provides for the possibility of obtaining students working professions in the chosen specialty. For example, students in the automotive Department already in 1-2 years can obtain the profession of fitter and mechanic, the students of the Department of publishing and editing – the profession of a computer operator students of the Department of household electronic equipment, the electrician, the students of the Department of physical rehabilitation, massage therapist, students of the Department of accounting and audit - accountants. For students with disabilities, this is very important: if studying at the UNIVERSITY seems too difficult for them, or if for some reason there is a need to take an academic leave, they will already have a real profession with which to enter the labor market.

The second direction of professional rehabilitation is the participation of students in the work of student educational, research and production units (SUNPP), which are created at the faculties in the areas of training and is a new, modern form of training of highly qualified personnel [77]. The main task of SUNPP is to provide students with practical training by involving them in real work in the chosen specialty. The technology of training in SUNPP organically combines the educational process, scientific work, industrial practice, provides an opportunity for students to consolidate the theoretical knowledge in their chosen specialty, to acquire practical skills of their future profession. SUNPP can have various forms: legal clinic, scientific laboratory, information and consulting center, design office, service, publishing and printing center and the like. Professional management of SUNPP is carried out by experienced teachers-mentors. In the process of development of SUNPP on the basis of the most successful structures that have already gained some experience, have regular customers, have proven their competitiveness and are ready to enter the market of goods and services can be created student enterprises. Participation in the work of SUNPP and mastering professional skills significantly increases the chances of graduate students with disabilities are not employed or, even, to start their own business. It should be noted that the activities of the SUNPP can be of great benefit not only to its participants who operate in the imitation "domestic market" of the University, but also to the University itself by providing services or producing products at reasonable prices (Fig. 5).

An important role in the exit of a student from disability to the labor market or its transition to self-employment is played by the center for career development and entrepreneurship of students. This is the third direction of vocational rehabilitation of students with disabilities in the University. The work of the Center provides psychological, informational and consulting assistance to students. Employees of the Center help students to write a resume, search for jobs in the labor market, prepare for an interview with the employer. The work plan of the Center includes trainings, business games, video interviews, creation of a computer database of vacancies, video library, provision of Internet services.

For those students who intend to start their own business, the Center organizes training on the basics of entrepreneurship.. The training program provides theoretical and practical training and covers the main aspects of the organization of business: from the registration of a business entity, planning and organization of its work, document management to the preparation of tax reports. Practical classes are held in the form of trainings with the use of modern case technologies and business games. Each participant has the opportunity to simulate the creation and operation of their own enterprises in various forms of its organization and selected tax systems, to get acquainted with the benefits provided to enterprises with disabilities.

4.7. Sports support

Sports support begins from the first days of study at the University. The main purpose of sports support is the formation of physical culture of young people with disabilities, improve their physical and mental health, physical fitness, increase motivation for self-improvement, healthy lifestyles [78-81]. The educational aspect of such support is the formation of students with disabilities conscious attitude to their own health and the desire for systematic independent physical education and sports [82-84]. The introduction of the system of sports support creates conditions for the inclusion of the student in an active and effective motor activity on an individual program, which provides advice, correction, control and self-control. Thanks to this, students get back the feeling of a full life, which was lost as a result of injury or illness.

At the first stage of maintenance (Fig.6) in conjunction with the medical part are determined by the psychophysical characteristics of students with disabilities using tests Ketela, spielberger-Khanin, A. bass and A. Durka, SAN, questionnaire Jan Strelau [85]. To confirm the obtained data, the tepping test technique is used [85]. On the basis of the examination of the components of the student's personality and the level of his physical fitness groups are formed for physical education: a special medical group of General physical training, a group of individual sports (swimming, aquafitness, sports, athletics, etc.) and a group of sports improvement (Invasport).

For each of these groups, differentiation of means and methods of physical education is carried out taking into account the type and level of the student's disease. At the same time models of occupations are developed for the purpose of formation of the main motive abilities and skills, weakening of consequences of functional restrictions and defects of physical development, assistance to increase of mental capacity.

According to the results of studies conducted by the specialists of the sports club of the University[81], it is possible to recommend such sports for students with hearing impairments: aerobics, swimming, Aqua fitness, volleyball, basketball, table tennis, wrestling, arm wrestling, athleticism. Students with visual impairment should be offered aerobics, swimming, Aqua fitness, wrestling. Students with disabilities of the musculoskeletal system can engage in athletics, arm-wrestling, table tennis, aerobics, swimming, Aqua fitness.

Each lesson in physical education or sports section begins with a rapid assessment of the health and physical performance of a student with a disability for the election of one of the variable programs of physical education or sports training. During the individual work of students formed self-confidence, in their abilities, the desire to engage in physical self-improvement, lead a healthy lifestyle. Control measurements of indicators are once again carried out at the end of physical education classes for rapid assessment of their effectiveness and efficiency.

Periodic examination of the physical fitness of students is carried out 1-2 times a semester. At the same time, the levels of physical qualities (speed, endurance, strength, flexibility, agility), balance, vestibular function, indicators of respiratory function, anthropometric indicators [78,83,85,86] are determined.Such a survey helps to adjust individual programs of physical education or sports depending on the dynamics of physical development and the level of physical fitness of students.

Unfortunately, unlike the developed countries of Europe and the United States, where sport, physical culture and respect for one's own body have long been the second religion, in Ukraine and still physical education, in particular for students with disabilities, is secondary and rather passive. From school, people with disabilities get used to the fact that they are exempted from physical education lessons, sports, that they are offered only physical therapy, but this stereotype must be decisively broken. It is necessary to form students with special needs and teachers a new, holistic system of knowledge about physical culture and sports, which would include the means and methods of physical education, methods of development of physical qualities, methods of teaching motor actions, knowledge and ability to organize a healthy lifestyle and many others.

Such scientific and practical work is actively developing at our University [81], where the Concept of physical education of students, including those with disabilities, is developed and implemented. The Concept embodies a new view on the education of physical culture of students, in accordance with it is trained and brought up a new generation of young specialists in physical rehabilitation, armed with modern knowledge of valeology, methods and means of education of physical culture, healthy lifestyles of people with disabilities. The sports club of the University initiated the all-Ukrainian sports games among students with disabilities in 2004.