World Bulletin Publishing
Online Publishing Hub

# World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | Volume 2, Issue 9, September 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

## THE ROLE OF PARALYMPIC SPORT IN THE SOCIAL INTEGRATION OF PERSONS WITH DISABILITIES AND THE DEVELOPMENT OF AN INCLUSIVE SOCIETY

Ikromov I. R.
Professor, Department of Physical Education and Sport,
National Pedagogical University of Uzbekistan named after Nizami

Tashpo‘latov O. R.
Second-Year Master’s Student,
National Pedagogical University of Uzbekistan named after Nizami

**Abstract**

This article examines the role of Paralympic sport in supporting the social integration of persons with disabilities and the development of an inclusive society, with particular attention to pedagogical universities in Uzbekistan. It adopts a conceptual approach that connects disability inclusion, adapted physical education, and the educational significance of sporting participation. The analysis considers how participation in sport and the public visibility of Paralympic athletes may create opportunities for social interaction, strengthen a sense of belonging, challenge stereotypes, and encourage recognition of diverse abilities. It also distinguishes elite Paralympic competition from accessible community and university sport, emphasizing that the achievements of elite athletes do not automatically translate into broader inclusion. The article proposes an educational framework combining accessible sporting activities, inclusive teacher preparation, collaboration with organizations representing persons with disabilities, and critical engagement with media representations of disability. Particular consideration is given to physical accessibility, affordability, informed choice, and the meaningful involvement of persons with disabilities in planning and evaluation. The proposed framework identifies participation, perceived belonging, equitable access, and sustained social relationships as relevant dimensions for future assessment. As the article does not report an empirical intervention, its findings represent conceptual propositions rather than demonstrated causal effects. It argues that Paralympic

World Bulletin Publishing
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | Volume 2, Issue 9, September 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

sport can contribute to inclusive social development when sporting visibility is accompanied by accessible opportunities, institutional support, and respect for individual autonomy.

**Keywords**: Paralympic sport, persons with disabilities, social integration, inclusive society, adapted physical education, teacher preparation, accessibility, social participation, sense of belonging, disability representation.

## Introduction

# PARALIMPIYA SPORTINING NOGIRONLIGI BO‘LGAN SHAXSLARNING IJTIMOIY INTEGRATSIYASI VA INKLYUZIV JAMIYAT RIVOJLANISHIDAGI O‘RNI

Ikromov I.R
Nizomiy nomidagi O’zbekiston milliy pedagogika universiteti,
Jismoniy tarbiya va sport kafedrasi professori

Tashpo'latov O.R.
Nizomiy nomidagi O’zbekiston
milliy pedagogika universiteti 2-bosqich magistranti

**Annotatsiya:**
Mazkur maqolada nogironligi bo‘lgan shaxslarning ijtimoiy integratsiyasini qo‘llab-quvvatlash va inklyuziv jamiyatni rivojlantirishda Paralimpiya sportining o‘rni O‘zbekistondagi pedagogika universitetlariga alohida e’tibor qaratilgan holda ko‘rib chiqiladi. Maqola nogironligi bo‘lgan shaxslar inklyuziyasi, moslashtirilgan jismoniy tarbiya va sportdagi ishtirokning ta’limiy ahamiyatini o‘zaro bog‘lovchi konseptual yondashuvga asoslanadi. Tahlilda sportdagi ishtirok va Paralimpiya sportchilarining jamoatchilik e’tiborida bo‘lishi ijtimoiy muloqot uchun imkoniyat yaratishi, mansublik hissini mustahkamlashi, stereotiplarni shubha ostiga qo‘yishi hamda turli qobiliyatlarning tan olinishini rag‘batlantirishi mumkinligi ko‘rib chiqiladi. Shuningdek, yuqori natijalar sporti doirasidagi Paralimpiya musobaqalari

World Bulletin Publishing
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | Volume 2, Issue 9, September 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

mahalla va universitet darajasidagi foydalanish imkoniyati ta’minlangan sport faoliyatidan farqlanib, yetakchi sportchilarning yutuqlari kengroq inklyuziyaga avtomatik ravishda olib kelmasligi ta’kidlanadi. Maqolada foydalanish imkoniyati ta’minlangan sport mashg‘ulotlari, pedagoglarni inklyuziv faoliyatga tayyorlash, nogironligi bo‘lgan shaxslar manfaatlarini ifodalovchi tashkilotlar bilan hamkorlik va ommaviy axborot vositalarida nogironlikning yoritilishini tanqidiy tahlil qilishni birlashtiruvchi ta’limiy model taklif etiladi. Jismoniy muhitdan foydalanish imkoniyati, moliyaviy maqbullik, yetarli axborotga asoslangan tanlov hamda nogironligi bo‘lgan shaxslarning rejalashtirish va baholashdagi mazmunli ishtirokiga alohida e’tibor beriladi. Taklif etilgan modelda ishtirok, mansublik hissi, teng foydalanish imkoniyatlari va barqaror ijtimoiy munosabatlar kelgusidagi baholashning muhim yo‘nalishlari sifatida belgilanadi. Maqolada empirik aralashuv natijalari keltirilmaganligi sababli, undagi natijalar isbotlangan sababiy ta’sirlarni emas, konseptual takliflarni ifodalaydi. Paralimpiya sporti jamoatchilik e’tibori amaliy imkoniyatlar, institutsional qo‘llab-quvvatlash va shaxsiy mustaqillikka hurmat bilan uyg‘unlashganda inklyuziv ijtimoiy rivojlanishga hissa qo‘shishi mumkinligi asoslanadi.

**Kalit so‘zlar:** Paralimpiya sporti, nogironligi bo‘lgan shaxslar, ijtimoiy integratsiya, inklyuziv jamiyat, moslashtirilgan jismoniy tarbiya, pedagoglarni tayyorlash, foydalanish imkoniyati, ijtimoiy ishtirok, mansublik hissi, nogironlikning yoritilishi.

## Introduction

Paralympic sport provides a context for examining how athletic participation, public recognition, and educational practice intersect with the social inclusion of persons with disabilities. Its significance extends beyond competitive achievement to questions about belonging, representation, accessibility, and equal opportunities. However, social integration should not be understood as requiring individuals to conform to existing institutions. In this article, it refers to participation in social relationships and community life under conditions that

World Bulletin Publishing
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | Volume 2, Issue 9, September 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

respect individual preferences, acknowledge diversity, and address barriers within environments and institutions.

The distinction between sporting visibility and everyday inclusion is fundamental. International competition can bring athletes with disabilities into public attention, but recognition alone cannot ensure accessible facilities, affordable equipment, transportation, or opportunities for regular participation. Research on the participation legacy of the London Paralympic Games illustrates why expectations of automatic social benefits require careful scrutiny. Brown and Pappous (2018) examined the difficulties surrounding sustained participation, highlighting the importance of arrangements extending beyond the event itself. Brown and Pappous (2018)

For pedagogical universities in Uzbekistan, these questions offer an opportunity to connect professional preparation with inclusive educational practice. Future teachers may influence how learners encounter physical education, understand disability, and participate in shared activities. Their preparation should therefore involve more than knowledge of sporting rules or admiration for successful athletes. It should include the ability to identify exclusion, adapt learning environments, communicate respectfully, and involve learners in decisions affecting their participation. These responsibilities are relevant across teacher education programmes.

Within this educational perspective, Paralympic sport can serve as a resource for discussion, observation, and collaborative learning. Students can examine how athletes develop skills, how sporting environments accommodate different requirements, and how media narratives shape interpretations of disability. Such learning should avoid presenting exceptional achievement as a condition for respect. Persons with disabilities have equal social worth regardless of sporting interest or performance. Educational activities should also acknowledge those who prefer recreational movement, cultural participation, or other forms of community engagement.

A further distinction concerns the relationship between elite competition and accessible local opportunities. Paralympic sport represents a particular competitive pathway, whereas university and community programmes should accommodate broader interests, abilities, and participation goals. Connecting

World Bulletin Publishing
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | Volume 2, Issue 9, September 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

these settings requires deliberate planning rather than assuming that competitive success produces inclusive provision. Cooperation among universities, sporting organizations, and organizations representing persons with disabilities may support this process, provided that participants retain meaningful influence over programme priorities and evaluation.

Accordingly, this article examines the conditions under which Paralympic sport may contribute to social integration and inclusive institutional development. It proposes a conceptual educational framework connecting accessible participation, teacher preparation, disability representation, and collaborative governance. Particular attention is directed towards belonging, equitable access, sustained relationships, and informed choice as dimensions of inclusion.

The analysis does not claim to demonstrate causal effects or report an intervention. Instead, it develops propositions for subsequent empirical investigation within pedagogical university settings. Its central question concerns how institutions can translate sporting attention into educational practices and participation opportunities that reflect the priorities of persons with disabilities themselves.

## Methods

This article employs a conceptual research design to examine relationships between Paralympic sport, social integration, and inclusive educational practice. Its purpose is to develop an analytical framework for pedagogical universities rather than measure the effects of a sporting intervention. No participants were recruited, interviews conducted, or experimental groups established. Consequently, the methodological approach concerns conceptual clarification, interpretation of selected literature, and the construction of propositions that may guide subsequent empirical investigation in Uzbekistan and comparable teacher education settings.

The source selection approach was purposive rather than systematic. Materials were considered relevant when they addressed Paralympic participation, disability inclusion, sporting legacies, educational accessibility, or teacher preparation. Scholarly interpretations were distinguished from organizational statements, since institutional ambitions do not constitute independent evidence

World Bulletin Publishing
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | Volume 2, Issue 9, September 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

of social outcomes. The selected materials provide a basis for conceptual discussion, but their coverage should not be interpreted as exhaustive. No claim is made that all relevant publications were identified or assessed through a reproducible systematic review.

Conceptual clarification separates social integration from physical presence and distinguishes inclusive provision from individualized accommodation alone. Social integration is treated as participation in meaningful relationships and shared activities, while inclusion concerns the conditions enabling equitable participation and influence. Paralympic visibility, recreational participation, and educational engagement are examined as related but distinct processes. This distinction prevents achievements within elite competition from being used as direct evidence of improved access across university or community environments.

The analytical procedure organizes the discussion around four dimensions: participation opportunities, interpersonal relationships, institutional accessibility, and decision making. For each dimension, the framework considers enabling conditions, potential barriers, and observable indicators. Participation opportunities concern whether activities are available and compatible with individual interests. Relationships concern belonging and reciprocal interaction. Accessibility encompasses environmental, informational, financial, and organizational conditions. Decision making concerns whether persons with disabilities can shape objectives, activities, and evaluations rather than merely receive services.

Educational framework development connects these dimensions with responsibilities within teacher preparation. Suggested learning activities include accessibility observations, critical discussion of sporting representations, collaborative activity design, and reflective assessment. These activities are proposed as pedagogical options rather than validated instructional techniques. Their appropriateness would depend on programme requirements, available resources, participant preferences, and local conditions. Collaboration with persons with disabilities is treated as essential to contextual adaptation, especially when educators identify priorities or interpret participation experiences.

World Bulletin Publishing
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | Volume 2, Issue 9, September 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

A prospective evaluation strategy is outlined to make the framework empirically testable. Future studies could combine participant accounts, accessibility assessments, attendance patterns, and observations of interaction. Repeated measurements could examine whether opportunities and relationships persist beyond isolated events. Comparisons should account for prior sporting experience, resource availability, and voluntary participation. Attendance alone would not establish inclusion, while positive attitudes would not demonstrate institutional change without corroborating evidence about practices and access.
Ethical considerations include informed consent, accessible communication, confidentiality, and freedom to decline sporting participation without educational disadvantage. Future research should avoid linking academic assessment to participation in data collection. Interpretation should acknowledge differences among disability experiences and refrain from treating any participant as representative of everyone. These safeguards define requirements for subsequent investigation rather than procedures already implemented in this conceptual study.

## Results

The conceptual analysis produced an educational framework connecting Paralympic sport with four dimensions of inclusion: participation opportunities, interpersonal relationships, institutional accessibility, and influence over decisions. These dimensions describe conditions to examine rather than outcomes established through observation. The framework positions sporting visibility as a potential starting point for educational engagement, while identifying organizational arrangements needed to support meaningful participation. Its principal contribution is the separation of public recognition, practical access, and sustained social involvement as distinct analytical concerns.
The first dimension identifies participation as an opportunity that must accommodate different interests and goals. Within university settings, appropriate provision could include competitive activities, recreational sessions, introductory experiences, and involvement in programme organization. Participation should remain voluntary, with alternatives available to students

World Bulletin Publishing
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | Volume 2, Issue 9, September 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

who do not wish to engage in sport. The framework therefore distinguishes the availability of an activity from its actual suitability. Relevant indicators include choice, continuity, affordability, and participants' accounts of whether opportunities meet their expectations.

The second-dimension concerns relationships and perceived belonging. Shared sporting activities may create settings for interaction, but their social value depends on how responsibilities, communication, and recognition are organized. The framework identifies reciprocal cooperation, respectful communication, and opportunities to maintain relationships beyond individual sessions as relevant features. It also highlights possible exclusion within apparently inclusive activities, such as assigning peripheral roles or speaking on behalf of participants. Belonging is consequently treated as an experience requiring direct participant input.

The third dimension specifies accessibility as an institutional responsibility extending beyond physical entry. Facilities, transport arrangements, equipment, information, scheduling, and participation costs are included as connected considerations. A programme may be physically accessible yet remain difficult to join because information is unavailable in suitable formats or attendance requires unaffordable travel. The framework therefore proposes examining the complete participation process, from learning about an opportunity to returning for subsequent activities. Isolated modifications cannot establish accessibility across this process without further assessment.

The fourth-dimension concerns influence over programme decisions. Consultation is differentiated from shared authority: collecting opinions does not necessarily demonstrate that those opinions affect provision. The framework identifies involvement in setting priorities, selecting activities, reviewing accessibility, and interpreting evaluation findings as potential indicators of meaningful influence. For pedagogical universities, this dimension links inclusive practice with collaborative professional learning. Students preparing to teach would be encouraged to design activities with persons with disabilities and respond to their expressed priorities.

An educational component connects these dimensions through accessibility observations, analysis of media representations, collaborative planning, and

World Bulletin Publishing
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | Volume 2, Issue 9, September 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

reflection. Paralympic examples provide material for examining athletic expertise and environmental conditions without presenting achievement as evidence that barriers have disappeared. Proposed assessment focuses on students' ability to identify exclusion, justify adaptations, and explain whose perspectives informed their decisions. These are suggested learning objectives, not measured improvements in teaching competence.

The framework also differentiates immediate outputs from broader outcomes. Holding a session or training teachers indicates activity delivery; sustained participation and equitable influence require separate evidence. No changes in attitudes, relationships, accessibility, or participation were measured. The results therefore establish an organized basis for future investigation while leaving the effectiveness and transferability of the proposed framework open to empirical examination.

## Discussion

The proposed framework suggests that the social significance of Paralympic sport should be assessed through relationships between sporting visibility and everyday opportunities. Public recognition can introduce disability into educational discussion, but recognition and inclusion are analytically different. A university may celebrate athletes while leaving ordinary participation arrangements unchanged. The framework therefore directs attention towards whether educational engagement produces accessible opportunities, meaningful relationships, and participant influence. These connections remain propositions requiring investigation rather than demonstrated effects of Paralympic competition.

An important implication concerns the distinction between appreciation and equality. Admiring athletic performance may coexist with restrictive assumptions about persons with disabilities who do not participate in competitive sport. Teacher education should therefore examine how sporting examples are interpreted, rather than assuming that positive representations always challenge exclusion. Discussions can recognize expertise, effort, and achievement while affirming that access and respect are not rewards for exceptional performance. This approach preserves the educational value of

World Bulletin Publishing
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | Volume 2, Issue 9, September 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

Paralympic sport without making athletic success a standard against which others are judged.

The framework also raises questions about professional preparation in pedagogical universities. Inclusive teaching requires educators to recognize that an activity designed for a typical participant may create unnecessary barriers. However, adaptation should not mean automatically assigning simplified tasks to learners with disabilities. Appropriate decisions require dialogue about goals, preferences, and relevant conditions. Future teachers need opportunities to justify their choices and revise them following feedback. Collaborative planning may support this learning, although its educational effects would need evaluation.

For application in Uzbekistan, institutional variation should be considered before adopting a common programme. Universities may differ in facilities, staffing, partnerships, and access to equipment, but the present article does not establish the extent of such differences. Local assessment is therefore necessary. Beginning with participant priorities could help institutions identify feasible improvements without assuming that expensive infrastructure is the only relevant issue. Communication, scheduling, and decision procedures also deserve examination, alongside material accessibility and transport.

Meaningful collaboration presents another practical challenge. Inviting persons with disabilities to advise a programme can broaden perspectives, yet consultation becomes symbolic if institutional decisions remain unaffected. Universities should clarify how suggestions will influence planning and how disagreements will be addressed. Participation in advisory work should also be accessible and appropriately supported. A further concern is representativeness: one athlete or student cannot speak for all disability experiences. Diverse perspectives are necessary without expecting any individual to represent an entire group.

Evaluation must likewise distinguish programme delivery from social change. Attendance records can describe participation patterns but cannot establish whether participants feel respected or influential. Positive feedback may reflect enjoyment of one event without indicating sustained relationships. Combining different forms of evidence could strengthen interpretation, provided that

World Bulletin of Education and Learning (WBEL)
ISSN (E): 3072-175X
Volume 2, Issue 9, September 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

information collection remains proportionate and voluntary. Evaluators should also examine experiences of withdrawal and nonparticipation rather than considering only those who remain involved.

The principal limitation is the framework's conceptual status and purposive evidence base. Neither causal relationships nor transferability have been established. Subsequent research should investigate implementation conditions, unintended exclusion, and longer-term experiences. Such work could clarify when Paralympic engagement supports inclusive education and when institutional barriers limit its contribution to meaningful social participation.

## Conclusion

Paralympic sport offers a context for considering how educational institutions can support the social integration of persons with disabilities and the development of an inclusive society. Its contribution should be understood through the conditions surrounding participation rather than inferred from competitive achievement alone. Public attention may create educational opportunities, but accessible provision, respectful relationships, and institutional responsiveness require deliberate action. This article therefore positions Paralympic sport as a potential resource within a broader educational commitment to equality and participation.

The conceptual framework developed here connects participation opportunities, interpersonal relationships, institutional accessibility, and influence over decisions. Together, these dimensions provide a structure for examining whether sporting engagement extends beyond visibility and symbolic recognition. They also clarify why inclusion cannot be reduced to attendance or physical access. A person may enter a facility without experiencing belonging, exercise choice without receiving adequate support, or contribute opinions without influencing decisions. Evaluation must remain attentive to these distinctions.

For pedagogical universities in Uzbekistan, the proposed approach links sporting engagement with the preparation of future teachers. Educational activities can encourage students to identify barriers, discuss disability representations, design adaptable learning opportunities, and reflect on whose perspectives inform their choices. Such preparation should recognize persons

World Bulletin Publishing
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | Volume 2, Issue 9, September 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

with disabilities as collaborators and knowledge holders. Their involvement should shape educational priorities and programme development rather than function solely as an illustration of inclusion or a source of motivational narratives for others.

Practical application requires attention to individual preferences and institutional circumstances. Competitive pathways should coexist with recreational opportunities and alternatives for those who prefer other activities. Information, scheduling, equipment, transport, and financial requirements should be examined as interconnected aspects of access. Universities should establish ways for participants to communicate concerns and influence adjustments. These arrangements would make inclusion an ongoing organizational responsibility instead of a temporary feature of a sporting event or an isolated awareness activity.

Assessment should examine both provision and experience. Relevant questions concern whether opportunities remain available, whether relationships develop, whether barriers are addressed, and whether participant contributions affect decisions. Teacher learning should likewise be assessed through reasoned planning, responsiveness to feedback, and the ability to explain adaptations. Neither favourable attitudes nor successful event delivery can independently establish broader social integration. Evidence must correspond to the specific outcome being claimed and include perspectives that may challenge institutional interpretations of success.

The article does not demonstrate that the proposed framework improves participation, belonging, or teaching competence. Its contribution is conceptual: it organizes relevant dimensions and identifies relationships requiring investigation. Future studies should document implementation conditions, examine experiences over time, and consider withdrawal, nonparticipation, and unintended exclusion. Comparisons across institutional settings may help establish which elements are transferable and which require substantial adaptation. Research should preserve informed choice, accessible communication, confidentiality, and independence from academic assessment.

Ultimately, Paralympic sport can be considered an educational resource whose inclusive significance depends on what institutions and communities do around

World Bulletin Publishing
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | Volume 2, Issue 9, September 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

it. Linking recognition with accessible opportunities and shared decision making offers a direction for development. The priorities and experiences of persons with disabilities must remain central to that process and to judgments about its value.

**References**

1. Brittain, I. (2009). The Paralympic Games explained. Routledge.
2. Thomas, N., & Smith, A. (2009). Disability, sport and society: An introduction. Routledge.
3. Misener, L., Darcy, S., Legg, D., & Gilbert, K. (2013). Beyond Olympic legacy: Understanding Paralympic legacy through a thematic analysis. Journal of Sport Management, 27(4), 329–341.
4. Brown, C., & Pappous, A. (2018). "The legacy element . . . It just felt more woolly": Exploring the reasons for the decline in people with disabilities' sport participation in England 5 years after the London 2012 Paralympic Games. Journal of Sport and Social Issues, 42(5), 343–368.
5. Peers, D. (2009). (Dis)empowering Paralympic histories: Absent athletes and disabling discourses. Disability & Society, 24(5), 653–665.
6. Shakespeare, T. (2014). Disability rights and wrongs revisited (2nd ed.). Routledge.
7. Goodley, D. (2017). Disability studies: An interdisciplinary introduction (2nd ed.). SAGE.
8. United Nations. (2006). Convention on the Rights of Persons with Disabilities.
9. World Health Organization, & World Bank. (2011). World report on disability. World Health Organization.
10. International Paralympic Committee. (2025). IPC impact strategy.
11. Fitzgerald, H. (Ed.). (2009). Disability and youth sport. Routledge.
12. Haegele, J. A., Hodge, S. R., & Shapiro, D. R. (Eds.). (2020). Routledge handbook of adapted physical education. Routledge.
13. Block, M. E., & Obrusnikova, I. (2007). Inclusion in physical education: A review of the literature from 1995–2005. Adapted Physical Activity Quarterly, 24(2), 103–124.

World Bulletin Publishing
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | Volume 2, Issue 9, September 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

14. Haegele, J. A., & Sutherland, S. (2015). Perspectives of students with disabilities toward physical education: A qualitative inquiry review. Quest, 67(3), 255–273.
15. Rekaa, H., Hanisch, H., & Ytterhus, B. (2019). Inclusion in physical education: Teacher attitudes and student experiences. A systematic review. International Journal of Disability, Development and Education, 66(1), 36–55.
16. Shields, N., Synnot, A. J., & Barr, M. (2012). Perceived barriers and facilitators to physical activity for children with disability: A systematic review. British Journal of Sports Medicine, 46(14), 989–997.
17. Shields, N., & Synnot, A. (2016). Perceived barriers and facilitators to participation in physical activity for children with disability: A qualitative study. BMC Pediatrics, 16, Article 9.
18. McLennan, N., & Thompson, J. (2015). Quality physical education (QPE): Guidelines for policy-makers. UNESCO.
19. UNESCO. (2015). International charter of physical education, physical activity and sport.
20. Nogironligi bo‘lgan shaxslarning huquqlari to‘g‘risida [On the rights of persons with disabilities], Law of the Republic of Uzbekistan No. O‘RQ-641 (2020, October 15).