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**ФІЗИЧНА РЕАБІЛІТАЦІЯ ТА
ЗДОРОВ'ЯЗБЕРЕЖУВАЛЬНІ ТЕХНОЛОГІЇ: РЕАЛІЇ
ТА ПЕРСПЕКТИВИ**

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**PHYSICAL REHABILITATION AND HEALTHSAVING
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INCLUSIVE EDUCATION IN PRIMARY SCHOOLS IN COLOMBIA

Awareness and inclusion of schoolchildren with intellectual and other developmental disabilities are receiving increasing attention in educational research in various countries. The Framework for Action for Special Needs Education stipulates that "schools should be welcoming to all children, regardless of their physical, intellectual, social, emotional, linguistic, or other conditions." They should welcome children with disabilities and gifted children, street children and working children, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized groups or areas. In 2006, the United Nations General Assembly adopted the Convention on the Rights of Persons with Disabilities, Article 24 of which is specifically dedicated to education (non-discrimination, equal opportunities; inclusive education system at all levels; inclusive primary education; lifelong learning with the aim of developing human potential, the sense of humanity, fundamental freedoms and human diversity, developing to the maximum the personality, talents and creative capacities of persons with disabilities).

The issue of inclusive education in Colombia has been raised by UNESCO, an international organization that has developed a series of guidelines for all member countries and influences the educational policies of many countries. However, Colombia still faces challenges that hinder progress in the sustainable implementation of inclusive education. In 1994, the Director General of Education promoted a new vision for the development of this area in the country, but Colombia's religious, political, and multicultural aspects should not be ignored.

At the same time, there are circumstances and factors that Colombian society continually seeks. For example, the High-Level Expert Group on Education for All confirmed that achieving the goals requires reaching children, youth, and adults, particularly girls and women, who have been denied basic education opportunities. It also concluded that quality education is, therefore, inclusive education, as it seeks to ensure the full participation of all students, regardless of gender, economic or social status, ethnic or racial origin, geographic location, special learning needs, age, or religion.

Colombia is a multicultural and multiethnic country that can take full advantage of its access to Western, Indigenous, and African-American heritage, as well as elements of modern, pre-modern, and post-modern societies. This will allow it to fully utilize the skills of different cultural backgrounds to develop new

learning systems and integrate diverse cultural orientations within the realm of scientific rationalism and modern technologies. This new concept of inclusion in the country is the fruit of numerous sociocultural developments that began outside of Colombia.

In Colombia, some progress has been made, which, although many describe as initial, are significant in daily educational practice, since today there is greater awareness at the national, institutional, local and social levels of the right of children with special educational needs to access education in educational environments that promote their normal development.

However, society as a whole, and experts in particular, agree that inclusion processes require greater attention at both the educational and social levels. Colombia is a country with high inequality. Socioeconomic strata vary considerably. There are six population strata, ranging from the poorest, who can barely subsist with their basic needs met, to the privileged classes, whose standard of living is only comparable to that of the wealthy classes in the most developed countries. In this context of inequality, speaking of social and educational inclusion remains a utopian dream.

An even more complex dilemma also arises: does the inclusion process presuppose acceptance of the socioeconomic differences that characterize Colombian society, given that these differences pose serious obstacles that prevent a coherent discussion of social and educational inclusion?

Educational inclusion in Colombia, inspired by international recommendations, has experienced significant development since its adoption. All sectors of society agree on the need to promote effective educational policies that facilitate real inclusion processes.

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THE IMPACT OF PHYSICAL ACTIVITY ON THE HEALTH OF PATIENTS WITH ATOPIC DERMATITIS

Atopic dermatitis (AD) is a common chronic skin disease characterized by recurrent cycles of flare-ups and remissions of itchy eczema, affecting various aspects of a patient's life. Due to skin problems, which can be both a significant barrier and a source of fear of symptom aggravation, patients with AD often avoid physical exercise and prefer a sedentary lifestyle. AD reduces quality of life by affecting sleep, emotional and mental health, and social functioning. However, decreased physical activity and a sedentary lifestyle are risk factors for numerous health issues, including cardiometabolic diseases, mental disorders, osteoporosis, and malignant neoplasms.

The aim of this study was to assess current literature and provide a deeper understanding of the role of physical activity in maintaining the health of adolescents with atopic dermatitis.