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ІНКЛЮЗИВНЕ ФІЗИЧНЕ ВИХОВАННЯ ЗДОБУВАЧІВ ВИЩОЇ ОСВІТИ З ІНВАЛІДНІСТЮ: АКЦЕНТИ В СУЧАСНОМУ ВИМІРІ

Анотація. Актуальність дослідження зумовлена стрімким збільшенням здобувачів вищої освіти з інвалідністю внаслідок війни та нагальною потребою адаптації освітнього процесу вищої школи до викликів воєнного стану. Орієнтири розв'язання зазначеної проблеми розглядаємо з позицій вітчизняної педагогічної науки з акцентом на врахуванні детермінант інклюзивної освіти й використання форм, засобів, методів фізичного виховання.

Мета дослідження – виявлення та обґрунтування акцентів інклюзивного фізичного виховання здобувачів вищої освіти з інвалідністю в сучасному вимірі.

В основу дослідження покладено використання комплексу загальнонаукових теоретичних методів: аналіз, синтез, систематизацію, узагальнення.

Результати. Досліджено, що зміна акцентів у трактуванні концепції інвалідності призводить до необхідності забезпечення комплексного підходу у створенні умов, які б сприяли повною мірою реалізації інклюзії здобувачів вищої освіти з інвалідністю під час навчання в закладах вищої освіти. Виявлено, що інклюзивне фізичне виховання нині є найефективнішим засобом інклюзії, основна ідея якого полягає в забезпеченні психологічного комфорту й зацікавленості здобувачів вищої освіти з інвалідністю в процесі занять за рахунок повної свободи вибору засобів, методів і форм реалізації їхнього фізичного виховання. Основна мета сучасного інклюзивного фізичного виховання за допомогою різних видів рухової активності полягає у формуванні і розвитку фізичного стану, фізичних і психологічних здібностей, що забезпечують пристосування здобувачів вищої освіти з інвалідністю до свого стану здоров'я, мінливості навколишнього середовища, зумовленими трансформаціями в суспільному житті країни. Акцентовано на впливі інклюзивного фізичного виховання на психічну сферу здобувачів вищої освіти з інвалідністю за умов воєнного стану. Визначена необхідність спрямованості інклюзивного фізичного виховання на створення підґрунтя для набуття досвіду студентами з інвалідністю навичок здоров'язбереження, включення до активної рухової активності, скерованої на поліпшення стану їхнього здоров'я. Зауважено, що для багатьох здобувачів вищої освіти з інвалідністю за умов воєнного стану інклюзивне фізичне виховання є єдиним способом «розірвати» замкнений простір, увійти в соціум, знайти нових друзів, отримати можливість для активної фізичної діяльності.

Висновки. За умов воєнного стану першочергово інклюзивне фізичне виховання скеровано на створення умов для повної реалізації фізичного та психічного розвитку здобувачів вищої освіти з інвалідністю в процесі навчального процесу, організованого на основі сучасних загальнонаукових і спеціальних технологій теорії, методики і практики фізичної культури, адаптованих до потреб сучасності.

Ключові слова: інклюзія, фізичне виховання, здобувачі вищої освіти з інвалідністю, воєнний стан, заклад вищої освіти, рухова активність.

INCLUSIVE PHYSICAL EDUCATION OF STUDENTS WITH DISABILITIES: ACCENTS IN THE MODERN DIMENSION

Abstract. The relevance of the study is due to the rapid increase of students with disabilities as a result of the war and the urgent need to adapt the educational process of higher school to the challenges of the state of war. We consider the benchmarks for solving the mentioned problem from the standpoint of domestic pedagogical science with an emphasis on taking into account the determinants of inclusive education and the use of forms, means, and methods of physical education. The purpose of the research is to identify and justify the emphasis on inclusive physical education of students with disabilities in the modern dimension. The research is based on the use of a complex of general scientific theoretical methods: analysis, synthesis, systematization, and generalization. The results. It has been studied that the change of emphasis in the interpretation of the concept of disability leads to the need to provide a comprehensive approach to creating conditions that would contribute to the full realization of the inclusion of students with disabilities during their studies in higher education institutions. It was found that inclusive physical education is currently the most effective means of inclusion, the main idea of which is to ensure the psychological comfort and interest of students with disabilities in the course of classes due to complete freedom of choice of means, methods, and forms of implementation of their physical education. The main goal of modern inclusive physical education with the help of various types of motor activity is the formation and development of



physical condition, physical and psychological abilities, which ensure the adaptation of students with disabilities to their state of health, the variability of the environment, caused by transformations in the social life of the country. Attention is focused on the influence of inclusive physical education on the mental sphere of students with disabilities under martial law. The necessity of focusing inclusive physical education on creating a basis for students with disabilities to gain experience in health care skills and inclusion in active motor activity aimed at improving their health is determined. For many students with disabilities under martial law, inclusive physical education is the only way to "break" the closed space, enter society, find new friends, and get an opportunity for active physical activity. Conclusions. In the conditions of martial law, inclusive physical education is primarily aimed at creating conditions for the full realization of the physical and mental development of students with disabilities during the educational process, organized based on modern general scientific and special technologies of the theory, methodology and practice of physical culture, adapted to the needs of modern times.

Keywords: inclusion, physical education, student with disabilities, martial law, institution of higher education, physical activity.

INTRODUCTION

The problem formulation. Providing opportunities for students with disabilities to obtain quality education in accordance with their characteristics, needs, and opportunities is one of the key priorities of modern Ukrainian social and educational policy (Blavt, O., Kozibroda, L., & Rozhko, E., 2021). Despite this, it must be stated that the integration of the mentioned vulnerable groups in higher education often has only a declarative nature, which additionally actualizes the specified problem in connection with the long-term hostilities on the territory of Ukraine.

There is no doubt that the war affects changes and perspectives on the priorities of the educational process in higher education. Considering the rapid increase of students with disabilities as a result of the war, there is a need to adapt the educational process of the higher school to the challenges of the war. Particular attention is paid to the possibility of providing students with disabilities with a comprehensive education that is individualized, accessible, and based on needs and opportunities (Page, A., Anderson, J. & Charteris, J., 2021).

It was determined (Keles, S., Ten Braak, D., & Munthe, E., 2022) that the main component of social interaction and integration of students with disabilities in institutions of higher education is inclusion, which involves the possibility of obtaining quality educational knowledge. We consider the benchmarks for solving the mentioned problem from the standpoint of domestic pedagogical science with an emphasis on taking into account the determinants of inclusive education and the use of forms, means, and methods of physical education (PE). Taking into account today's challenges, there is a need to move to a new pedagogical concept and redefine the goals of physical education in higher education institutions.

Analysis of recent research and publications. With the beginning of the large-scale war unleashed by the Russian Federation on the territory of Ukraine, the educational process of the higher schools underwent reorganizational changes to meet the challenges of today (Gurtova, T., & Nezhoda, S., 2023). Among the main tasks of the development of the education system of Ukraine in the period of martial law and the post-war period, it is determined to carry out measures to provide all participants of the educational process with opportunities to acquire quality educational knowledge along with strengthening their spiritual, physical and social well-being (Blavt, O., 2023).

Scientists (Lidor, B. R., & Hutzler, Y., 2019, Tant, M., & Watelain, E., 2016) agree that an effective way to reduce the educational maladjustment of students with disabilities is to involve them in systematic classes with inclusive PE. Currently, there is a fairly wide list of empirical studies on the relationship between inclusive PE classes and the educational inclusion of students with disabilities.

It was noted (Pocock, T., & Miyahara, M., 2018) that full-fledged physical activity is often the first thing students with disabilities are deprived of as a result of a serious injury. At first, such students face restrictions in the institution of higher education. In the future, problems with self-esteem and self-realization arise. As a result, students with disabilities find themselves on the sidelines of society. Often - on one's initiative. It has been studied (Steinhardt, F., Ullenhag, A., Jahnsen, R., & Dolva, A.-S., 2019), that physical injuries are a factor in psychological problems.

According to research (Blavt, O., Andreev, S., Lishchuk, V., & Stepankov, S., 2022), the essence of inclusive PE is to integrate students with disabilities into a fully active life through physical activity. At the same time, it was researched (Baglieri, S., Bacon, J., 2020) that such integration occurs not only due to the adaptation of the individual to the educational environment of the higher school, but also vice versa - through the creation of appropriate conditions.

Certain works (Lizkan, Z., & Kale, R., 2021) prove that the specificity of inclusive PE consists of creating conditions that would promote the realization of opportunities for students with disabilities in the environment of a higher school on an equal basis with other students. However, the topic of inclusive PE is now intensively researched in a wide range of issues, in particular as a means of inclusion (Baglieri, S., Bacon, J., 2020; Blavt, O., 2022; Page, A., Anderson, J. & Charteris, J., 2021): in a series of theoretical and empirical studies. Therefore, given the intense change in the external situation of the martial law in the country, and the variability of socio-political conditions, there is a change in the paradigm of inclusion in higher education, that is, a new vision of this process in terms of inclusive PE.

AIM OF THE RESEARCH: identification and substantiation of the accents of inclusive physical education of students with disabilities in the modern dimension.

RESEARCH METHODS

The research is based on the use of a set of general scientific theoretical methods, theoretical analysis, systematization, comparison of different views on the investigated problem, generalization of data from scientific, methodological, and special literature.



RESULTS OF THE RESEARCH

The change in emphasis in the interpretation of the concept of disability leads to the need to provide a comprehensive approach to creating conditions that would contribute to the full implementation of the inclusion of students with disabilities during their studies in institutions of higher education. Over the last decade, the social policy of many European and leading countries in the world regarding students with disabilities has undergone significant changes. The attitude towards this social group of students, as patients who only need to be cared for and who cannot participate in active life in the educational environment of a higher school, has changed to an attitude towards them as full members of the educational community, who have equal rights with other students (Maxwell, G., Granlund, M., & Augustine, L., 2018).

However, many countries, including Ukraine, do not take these changes into account when formulating educational policies for students with disabilities. Therefore, priority is given to the "medical" approach in this matter, which affects the content and quality of measures aimed at reducing the negative consequences of "disability" in the environment of a higher education institution. Most importantly, it does not contribute to the wider involvement of students with disabilities in participation in the life of the university, the realization of their opportunities in motor activity, but, therefore, inclusion.

Nowadays, the conceptual apparatus of disability problems is developing at a rather rapid pace. For specialists in inclusive PE, mastery of special terminology is an urgent necessity. Therefore, to carry out scientific research in a certain direction, we will distinguish the concept of "motor activity" - a term that covers participation in sports, dancing, or any type of physical exercise (Uzkan, Z., & Kale, R., 2021).

Many definitions of inclusive PE can be found in textbooks, journal articles, and other sources. Most of these definitions are very general to cover as many cases and situations as possible, thus reducing the sensitivity of the term. Researchers in the field are constantly studying issues related to inclusive PE and, therefore, the involvement of students with disabilities in physical activity, recreation, and sports.

In general, the concept of "inclusive PE" is multi-meaning and multi-functional. Thus, on the one hand, inclusive PE is a profession, scientific discipline and field of knowledge and empowerment systems that have been created specifically to make physical activity healthy, enjoyable and accessible (Blavt, O., 2022). Along with ensuring equal rights to sports education, training, medicine, recreation, competition and performance of students with disabilities. The latter aims to ensure both the physical and psychosocial development of such students (Baglieri, S., Bacon, J., 2020; Tant, M., & Watelain, E., 2016).

On the other hand, inclusive PE is an interdisciplinary set of practical and theoretical knowledge aimed at eliminating health disorders, activity limitations, and participation in any type of physical activity (Pocock, T., & Miyahara, M., 2018). It is an academic field of study that supports an attitude of acceptance of difference, advocates access to active student life and sports, and promotes the support and empowerment of such students (Page, A., Anderson, J. & Charteris, J., 2021).

Some sources position inclusive PE as a professional field of kinesiology/physical education/sport and human movement sciences that targets students who need adaptations to participate in a PE context (Lidor, B. R., & Hutzler, Y., 2019). As an interdisciplinary collection of practical and theoretical knowledge, inclusive PE is designed to ensure the elimination of limitations of students with disabilities in the process of their PE and participation in all possible forms of its implementation (Lidor, B. R., & Hutzler, Y., 2019). That is, let us consider that inclusive PE is oriented to the philosophy that every student with a disability with physical or psychological diseases, without exception, receives quality PE in the learning process.

From a pedagogical science perspective (Pocock, T., & Miyahara, M., 2018), inclusive PE is research, theory, and practice that addresses students of all ages who are underserved, underresourced, or underserved by mainstream PE to get equal opportunities in the PE process.

We support scientific approaches (Lidor, B. R., & Hutzler, Y., 2019) that inclusive PE, as a term, combines all types of PE that contribute to the expansion of opportunities for students with disabilities, that is, with impairment of certain functions, as well as students who need pedagogical, therapeutic, and adaptive support.

Based on the generalization of the existing information, it was established that inclusive PE in institutions of higher education is aimed at involving students with disabilities in physical education, but its principles can also be applied to students with obesity, elderly students, young students and any other individual differences that may limit participation in regular (non-adapted) physical activity.

Therefore, in the future, we propose to position inclusive PE as a concept of individualizing learning, matching personal strengths and interests with appropriate activities, and adapting the environment to promote full participation in PE of students with disabilities.

It should be noted that, unlike physical rehabilitation, inclusive PE is devoted to the concepts of increasing physical capabilities. This means that inclusive PE for students with disabilities is an independent discipline that aims to achieve mastery in specific types of motor activity and physical excellence.

However, if we refer to the definition of inclusive PE in a global sense, it is the art and science of designing, implementing, and monitoring a carefully designed PE program for students with disabilities, based on a comprehensive assessment, to give such students the skills necessary for fulfilling lives, leisure, recreation and sports to improve physical fitness and well-being.

Some research (Lidor, B. R., & Hutzler, Y., 2019; Pocock, T., & Miyahara, M., 2018) views inclusive PE as an individualized learning program designed for students with disabilities that ensure success in their PE. According to other sources, it is a science that studies various aspects of the PE of students who have lost for a long time or permanently any body functions, including motor ones.

In summary, inclusive PE means adapting or adapting modifications to meet the needs of students with disabilities and defines this process as the development of physical qualities, basic motor skills (throwing, catching, walking, running, etc.), skills in certain sports, dances, individual and group games, etc.



In general, inclusive PE is a relatively new direction in the domestic system of education and science, which studies the aspects of physical education of students with disabilities and related physical limitations. By definition, the main goal of modern inclusive physical education with the help of various types of motor activity is the formation and development of the physical condition, physical and psychological abilities that ensure the adaptation of students with disabilities to their state of health, environmental variability, changes in society.

According to empirical evidence (Tant, M., & Watelain, E., 2016), inclusive PE proves to be effective in many ways. There are opinions (Lidor, B. R., & Hutzler, Y., 2019) that inclusive PE helps integrate students with disabilities into typical physical education by changing activities and games to make it more accessible. However, attention is now especially focused on the impact of inclusive PE classes on the mental sphere. According to (Gurtova, T., Nezhoda S., 2023), inclusive PE in martial law is an important factor that promotes mental health. At the same time, the organization of physical education classes under martial law conditions is due to the importance and necessity of conducting activities to create the most favorable conditions for improving the mental health of students of higher education. considering the war situation.

We support scientific approaches (Pocock, T., & Miyahara, M., 2018) that inclusive PE encourages and focuses on physical fitness, sports and motor skills. Inclusive PE classes have been noted to provide opportunities for students with disabilities to learn to take turns, participate in group games, improve endurance, balance, strength, and coordination skills while working to make classes fun and educational.

It is believed (Blavt, O., Kozibroda, L., & Rozhko, E., 2021) that inclusive PE, as part of the active life of students with disabilities, provides the development of basic motor skills, improves self-esteem, physical independence, reduces complications, associated with deviations in the state of health, makes it possible for students with disabilities to successfully realize themselves in the usual academic environment of a higher school.

As stated (Lızkan, Z., & Kale, R., 2021), inclusive PE has significant potential for correcting and improving the motor skills of students with disabilities. A significant number of physical exercises and the variability of their performance allow you to select appropriate combinations for each case.

According to domestic sources (Gurtova, T., & Nezhoda, S., 2023), inclusive PE is an educational phenomenon, the main goal of which is the inclusion of students with disabilities and their treatment with the help of physical exercises and all possible forms of motor activity. The process of inclusive PE is generally aimed at adapting students with disabilities to the physical and social conditions of the educational environment of a higher school.

Maximizing the vitality of students with disabilities through the means and methods of inclusive PE, maintaining their optimal psychophysical condition provides an opportunity to realize their creative potential and achieve significant results, not only in comparison with the results of students without disabilities but also to exceed them. Therefore, for many students with disabilities under martial law, inclusive PE is the only way to "break" the closed space, enter society, find new friends, and get an opportunity for active physical activity. At the same time, in the process of full-fledged physical activity, students with disabilities receive communication, and full-fledged positive emotions that contribute to the achievement of psychological balance. The latter acquires extraordinary importance in the conditions of martial law.

Based on the results of the search activity, it was possible to systematize the main areas of implementation of inclusive PE in the conditions of a higher education institution, taking into account the challenges of martial law:

- formation of motivational and behavioral orientations for a healthy lifestyle;
- creation of conditions for meeting needs for health promotion, physical and spiritual development;
- increasing the amount of motor activity during the school day and outside school hours;
- activation of reserve forces and capabilities of the body, compensation of reduced or lost functions of organs and systems;
- recovery, training and acceleration of treatment of organs, systems and their functionality;
- normalization of psychological conditions and mental health.

This required the definition of an arsenal of forms of physical activity aimed at solving specific tasks. The following is recommended: daily hygienic gymnastics, health activities (walking, hardening activities, etc.), active rest using types of motor activity according to preference, and independent classes using recreational types of exercises.

As for the latter, the term "inclusive physical recreation" has been introduced into scientific circulation. As defined (Steinhardt, F., Ullenhag, A., Jahnsen, R., & Dolva, A.-S., 2019), its content is aimed at activating, maintaining, and restoring the physical strength that students with disabilities expend during any type of motor activity: work, study, walks, sports and for the prevention of fatigue, health improvement, "increasing the level of vitality through pleasure."

So, in conclusion, it is worth determining that inclusive PE and motor activity, which is implemented in this process, are the most effective means of inclusion. The main idea of inclusive PE in the implementation of the inclusion of students with disabilities is to ensure the psychological comfort and interest of students participating in it, due to the complete freedom of choice of means, methods, and forms of classes.

In this perspective, modern inclusive PE is based on what a person can do. Therefore, inclusive PE is formed in relation to various characteristics of certain groups of students, which differ not only in physical condition but also in the context of expectations, etc. Belonging to a group, working in a group is an experience necessary for personal growth in its inclusive dimension.

It should be noted that inclusive PE involves the presence in the content of this process of a significant amount of sports games and recreational activities, purposefulness to encourage physical education, if possible, the largest number of participants: equally students with disabilities and healthy students (Baglieri, S., Bacon, J., 2020).



In general, without a doubt, the inclusion of students with disabilities should be the result of their rehabilitation. Significant scientific achievements highlight the leading place of inclusive PE in the general physical development of students with disabilities, the high level of which is a factor in stimulating the development of other capabilities, qualities, and functions (Maxwell, G., Granlund, M., & Augustine, L., 2018). In addition, physical development determines the state of health and determines the functional capabilities of body systems (Blavt, O., Andreev, S., Lishchuk, V., & Stepankov, S., 2022).

Finally, we note that inclusive PE involves the formation of students with disabilities knowledge about health, a healthy lifestyle, safe behavior, the development of motivation to take care of one's own health, a conscious desire to lead a healthy lifestyle, and, most importantly, the acquisition of one's own health and saving experience, taking into account the existing violations in the state of health.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Due to the long-term military aggression of the Russian Federation on the territory of Ukraine, which caused certain social and psychological phenomena, attention to the topic of disability has intensified today. An effective way to reduce the educational maladjustment of students with disabilities, along with eliminating defects in their health, is to involve them in systematic classes with inclusive PE.

The evolution of higher education, together with the expansion of access to inclusive PE for students with disabilities, initiated a modification of the perception and meaning of inclusive PE, emphasizing the educational and social value and reducing the competitive component. In this perspective, modern inclusive PE is based on what a person can do. The latter involves the focus of inclusive PE on creating a foundation for students with disabilities to gain experience in health care skills, and inclusion in active motor activity aimed at improving their health.

In the conditions of martial law, inclusive PE is primarily aimed at creating conditions for the full realization of the physical and mental development of students with disabilities during the educational process, organized on the basis of modern general scientific and special technologies of the theory, methodology and practice of physical culture, adapted to the needs of today.

Prospects for further research we see the development of models of physical education for students with disabilities during their studies at the university in the conditions of martial law.

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