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**КОРЕКЦІЙНО-КОМПЕНСАТОРНІ ЗАВДАННЯ ФІЗИЧНОЇ
КУЛЬТУРИ ТА СПОРТУ В РЕАБІЛІТАЦІЇ ТА СОЦІАЛЬНО-
ПСИХОЛОГІЧНІЙ АДАПТАЦІЇ СТУДЕНТІВ З ОБМЕЖЕНИМИ
МОЖЛИВОСТЯМИ В ЗАКЛАДАХ ВИЩОЇ ОСВІТИ
CORRECTIVE AND COMPENSATORY TASKS OF PHYSICAL
CULTURE AND SPORTS IN REHABILITATION AND SOCIAL-
PSYCHOLOGICAL ADAPTATION OF STUDENTS WITH LIMITED
OPPORTUNITIES IN INSTITUTIONS OF HIGHER EDUCATION**

Анотація. За статистикою, з 2,5 мільйонів студентів вітчизняних навчальних закладів I-IV рівнів акредитації – 8 тисяч складають люди з особливими потребами. Середовище є важливим чинником реабілітації студентів, які мають обмежені можливості фізичного здоров'я. Серед найважливіших факторів, що сприяють інтеграції людей з особливими потребами у суспільство, слід назвати отримання професійної освіти, зокрема у закладах вищої освіти. Зрозуміло, у кожного студента з обмеженими можливостями фізичного здоров'я є певні особливості та обмеження, що ускладнюють навчання. Для роботи з такими людьми необхідно впроваджувати у навчально-виховний процес спеціальні методи, педагогічні технології та адаптаційні технічні засоби.

Ключові слова: реабілітація, студенти з обмеженими можливостями фізичного здоров'я, заклади вищої освіти

Abstract. According to statistics, out of 2.5 million students of domestic educational institutions of I-IV levels of accreditation – 8 thousand are people with special needs. The environment is an important factor in the rehabilitation of students with limited physical health. Among the most important factors contributing to the integration of people with special needs into society, it should be mentioned receiving professional education, in particular in institutions of higher education. Of course, every student with disabilities has physical health. there are certain features and limitations that make learning difficult. To work with such people, it is necessary to introduce special methods, pedagogical technologies and adaptive technical means into the educational process.

Keywords: rehabilitation, students with physical health disabilities,

higher education institutions

Physical culture and sports are one of the most important areas of rehabilitation of students with disabilities and their integration into society. Physical education in universities for students with disabilities in many cases can be considered not only as a means of rehabilitation, but also as a permanent form of vital activity, social employment and achievement. In the state policy for the development of physical culture and sports among disabled people, unconditional priority is given to physical education and health promotion and solving the problems of socio-psychological adaptation in society.

Systematic training of students with disabilities in physical culture and sports not only expands their functional capabilities, improves the functioning of the musculoskeletal system, but also has a beneficial effect on the psyche. influences the physical sphere of students and indirectly through it the emotional and intellectual spheres. By ensuring the development of the musculoskeletal system, strengthening health, increasing the body's performance, physical culture helps smooth out and overcome many deviations, since it is movement that directly connects a student with health problems with the outside world, which underlies the development of his mental views and the body as a whole.

Physical education has great opportunities for correcting and improving the motor skills of a given student. A large number of physical exercises and the variability of their implementation make it possible to select appropriate combinations for each individual case. One of the ways to attract students with certain health problems to universities into active social life and professional activities, to create favorable conditions for their physical, psychological and social rehabilitation is physical education, health and sports activities.

These students most often have limitations in mobility, vision and hearing. Due to pathology of the musculoskeletal system and other organs, a deficiency of motor activity occurs, which ultimately leads to the so-called hypokinetic disease. It is based on hypokinesia and physical inactivity and their cumulative impact. Physical inactivity means an absolute and relative decrease in the volume and intensity of a person's physical activity, which is accompanied by low muscle effort. Hypokinesia is characterized by a low level of energy expenditure on muscle work, the local nature of muscle work, long-term fixation of a forced posture, simplification and impoverishment of coordination activity [1]. Physical culture aims not only to improve the health of a student with disabilities, but also to restore his social functions and correct his psychological state. The purpose of physical education is the adaptation of students with disabilities in society and work. The means of the physical education system in universities must be developed in strict accordance with correctional and compensatory tasks, taking into account the characteristics of each student.

Special correction and compensation exercises are necessary for students experiencing significant difficulties in moving coordination and maintaining balance. In this case, adaptive physical education classes become especially important, since physical exercise affects not only the musculoskeletal system, but also the psychological state of students with health problems.

Adaptive physical education occupies a special place in the structure of rehabilitation and correctional activities, because, due to the specifics of its action, it influences not only the physical and mental state of a person, but also the expansion of his social experience [2]. Adaptive physical culture is considered as part of general culture, a subsystem of physical culture, one of the areas of social activity aimed at meeting the needs of people who have health problems in physical activity, renewal, strengthening and maintaining health, personal development, self-realization of physical and spiritual strength in order to improve the quality of life, socialization and integration into society [3].

The most common congenital malformations include: visual, hearing and musculoskeletal defects, and often these defects are combined. With blindness and deafness, the development of communication skills is delayed, the formation of subject concepts and the development of the emotional sphere are disrupted. In case of visual and hearing defects, the main role belongs to stimulation of the development of residual hearing and vision. The use of physical activity of various contents for preventive, corrective and training purposes in the motor sphere of disabled students should be implemented by the teacher based on the guidance of the following laws: deep knowledge of the functional state of the nervous system of disabled people; physical activity of various types, used locally and integrally in the prevention and correction of the motor sphere of students with pathology, at each moment of the classes should be optimal, taking into account the functional state of their neuromuscular system and internal organ system.

The health-improving effect of physical exercise is associated with systematic and significant loads in terms of volume and intensity, which places increased demands on the physiological systems of the body of students with disabilities. The use of systematic loads contributes to the development of compensatory mechanisms and restoration of the ability to perform manipulative actions. The professional activity and social activity of a disabled student is largely determined by the physical condition and functional capabilities of the body [4].

The variety of psychophysical characteristics and developmental disorders of vision and hearing significantly complicates monitoring the level of physical fitness of students. Testing can be used as an integrated approach to determine the level of physical fitness of students. With the proper degree of

measurement accuracy, it allows, firstly, to obtain initial data that serves as a starting point for the use of pedagogical influences and clarify their nature, and secondly, to identify the potential personal and functional capabilities of students, ensuring the successful solution of correctional and developmental tasks in the process of physical education, thirdly, to monitor the effectiveness of the correction process and promptly manage it.

The implementation of the principle of unity of diagnosis and correction as one of the leading principles in the methodology of adaptive physical culture requires not only taking into account the structure of developmental disorders, correct interpretation of the initial originality of the capabilities of persons with characteristics of psychophysical development, but also a constant assessment in the process of physical education and pedagogical activities of the state of their motor functions and abilities [5].

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