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АКТУАЛЬНІ ПРОБЛЕМИ МОЛОДІ В СУЧАСНИХ СОЦІАЛЬНО-ЕКОНОМІЧНИХ УМОВАХ

Матеріали Міжнародної науково-практичної конференції
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Низький рівень стоматологічного здоров'я, насамперед дитячого населення, негативно впливає на стан їх загального здоров'я впродовж усього життя. Крім того, на сьогодні доведено наявність щільних патогенетичних взаємозв'язків між стоматологічними та хронічними неінфекційними хворобами. Саме тому, у відповідності до сучасних програмних документів ВООЗ, забезпечення здоров'я порожнини рота є обов'язковою складовою комплексної профілактики хронічних неінфекційних захворювань, які у Європейському регіоні та в Україні, зокрема, є основною причиною передчасної смертності та інвалідності населення [4, ст.36]. Тому відновлення профілактичної роботи у ЗОЗ комунальної (державної) власності, які у першу чергу, мають забезпечувати доступну та якісну стоматологічну допомогу для дитячого населення є нагальною медико-соціальною та соціально-економічною проблемою.

Висновки

У дослідженні встановлено виражену тенденцію до скорочення мережі стоматологічних закладів комунальної/державної власності та згортання обсягів наданої у них профілактичної допомоги дитячому населенню. Незадовільний стан стоматологічного здоров'я дітей негативно позначається на стані соматичного здоров'я підростаючого покоління і становить не тільки медичну, а й актуальну медико-соціальну проблему. Вирішення даної проблеми потребує нагального відновлення профілактичної роботи у стоматологічних закладах комунальної/державної власності, а також розробки та затвердження гарантованого рівня безоплатної стоматологічної допомоги для дитячого населення України. Результати дослідження у подальшому будуть використані для обґрунтування концептуальних підходів до підвищення якості профілактичної стоматологічної допомоги дитячому населенню у закладах комунальної/державної власності.

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CLASSES FOR VISIONALLY VISIBLY CHILDREN

IMPROVEMENT OF THE METHODOLOGY FOR CONDUCTING PHYSICAL REHABILITATION

Annotation. Modern society makes high demands on the productive presence of an invulnerable, when it moves to different strata of society. However, the technology for preparing children with various physical anomalies does not fully meet today's requirements. Educational processes need to be revised to develop effective forms and methods of physical education for children with health problems. It is necessary to expand the scope of children's autonomy so that visually impaired children can solve their daily and work tasks without the help of strangers.

Competitive activity, as well as effective work, with a comprehensive selection and combination of means, methods, forms of work, compliance with the principles and conditions of classes, correction of concomitant deviations in the health of visually impaired children, is achievable.

Keywords: visually impaired child, individualization, physical education program, corrective gymnastics, coordination ability, occupation, physical culture, socialization, physical fitness, goalball.

Raising healthy people with disabilities is one of the priorities of the modern education system. Physical rehabilitation in a special (correctional) educational institution is an integral part of the general system of work with visually impaired children. Due to the maximum use of the potential of physical therapy and sports, the socialization of this contingent of children will be increased and their motor skills and abilities will be formed. However, most children do not keep pace with the pace of mastering traditional correctional programs of upbringing and education, and also experience difficulties in social adaptation, which negatively affects their lives.

Individualized learning programs need to be developed and used to create an optimal living environment, reconnect with the outside world, and integrate visually impaired children. Individualization is necessary to overcome the negative attitude to learning and create the most favorable conditions for identifying and developing students' inclinations.

Goalball is a sports game in which a team of three players must score a ball with a bell built into the opponent's goal. Goalball was created in Germany in 1946 by Hans Lorenzen from Austria and Sepleindol from Germany for the rehabilitation of visually impaired World War II veterans. In 1976, the Paralympic debut took place in Toronto. The game is played by two teams of three players. Each team can have up to three substitutes. The game is played in the sports hall, the floor of which is marked in the form of a rectangular area and divided into two parts by the middle line. There are gates at both ends of the lot. The object of the game is to roll the ball over the defending team's goal line while it tries to interfere. This game is an effective means of developing a child's motor qualities, as it includes running, jumping, throwing and catching a ball, orientation in space, accuracy of movements, develops intuition, and teamwork contributes to the development of communicative qualities necessary for successful social adaptation. Thanks to the game of goalball, one can awaken interest in life, instill a love of movement, dedication of physical strength and self-restraint of emotional outbursts for the common good. The basis of our methodology was goalball in sports games, as it has many-sided physical and psychological consequences for visually impaired children and does not require complex and expensive inventory or equipment [1, c. 50-52].

Our methodology involves dividing physical training classes into three parts. The preparatory part is represented by corrective exercises aimed at preventing secondary deviations in visually impaired children. The exercises were grouped, presented in the form of task cards and performed using various items such as balls, gymnastic sticks, jump ropes, fitballs, hoops and dumbbells (up to 1 kg). These complexes were performed at each lesson and accounted for 26.7% of the total time. In the main part of the lesson, we decided to use finishing exercises (learning the main parts of the movement, coordinating the movement with the ball, preparing the exercise) to develop the physical qualities inherent in goalball. And within the framework of the technical structure and the most educational game - goalball. The final part consisted of corrective breathing exercises. Comparing the dynamics of changes in the indicators of physical fitness of students over the period of the experiment, it can be noted that in all tests the results of

students studying according to the proposed method are significantly higher than in the control group [2, с. 1-9].

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In addition to the game of goalball, which is available for older (10-15 years old) children, additional game methods have been proposed for younger students. For example, walking for both the blind and the blind is a natural way of getting around. Blindness, by the nature of its practice, leaves a certain imprint on the degree of possession of this motor skill. Absolutely blind schoolchildren move in small steps [3, с. 247-252]. Their steps are unsteady and uneven.

The work of the arms and legs is poorly coordinated and the hands participate little in the movement. Performing game tasks with walking increases the requirements for the manifestation of the qualities of exercises (dexterity, speed, balance, orientation). Balancing is especially difficult for people who are completely blind. When the child feels contact with a friend, he will more confidently complete the task of the game, and attention at the first step of the movement will be directed to maintaining this contact. Observations show that a completely blind student of junior high school (grade 1) will definitely start moving in the game and he needs to pay more attention to himself (waiting for a command to start moving, correctly performing a game action). When walking, they lean back a little, stretch their arms forward, raise their knees high, and lower their feet down. Their attention is focused on the correct performance of motor actions and orientation, and not on the performance of game tasks. Performing in a playful way walking on toes, on heels, “sneaking”, on half-bent legs, etc., walking with a high knee lift, with a change in pace, with performing various movements, walking in all directions, with a change in direction, with overcoming obstacles, along a reduced support expands the motor abilities of blind schoolchildren [4, с. 223-234].

For the blind, running is a complex voluntary movement in terms of coordination and a complex motor behavior in terms of orientation. The fast movement of the player, the frequent change of terrain and the position of the participants in the place of the running game have increased the demand for blind orienteering. Fear of getting hurt can be his main obstacle to completing an unfinished task. Game images (for example, running like a mouse, like a horse, etc.) can help correct running movements. This is due to the ideas of blind children. The complication of such tasks as changing the pace of running, running with stops, performing various tasks, makes it possible to increase the interest of blind younger students in their gaming activities. The overall load of the game largely depends on the level of training of the parties involved, the length of the long run and the speed of movement along it. This study showed that outdoor games with running content have a strong influence on all aspects of bodily activity in the blind. Story games with running in the lower grades, as a rule, are collective.

Most of the movements are performed in contact with a teacher, a friend with residual vision, which allows increasing the motor density of game actions up to 54.4% of the game time (in game exercises - up to 38.4%). Plotless games and game exercises require more individualization when performing game tasks. The inclusion of additional tasks during the game (“Catch up with the ball”, “Transfer the object”, etc.) increases the requirements, complicates the

achievement of the goal, increases physical activity. Just like in walking games, in games with running content, blind students pay more attention to motor actions. The main mistakes in the performance of running movements in completely blind junior schoolchildren are a significant shoulder lift, the work of the arms in a small amplitude, placing the foot on the support from the entire foot or from the heel, short and uncertain steps. In relay games ("Collect a toy", "Find a toy", etc.), when schoolchildren perform game tasks in turn, it becomes possible to control the motor and game activity of each player. In addition, such games are less dangerous for completely blind children, as there are always sound prompts. The orientation of blind schoolchildren is especially difficult during outdoor games of running content [5, c. 339-350].

Clear and stable audio signals are essential for blind people to perform gaming tasks correctly. Exercises with proper running skills include forefoot running, high knee raises, whips, hurdles, and turns. As part of the mobile game (plot, plotless, game exercises), the game was systematized taking into account the child's profound visual impairment. The presented grouping of outdoor games is based not only on the blindness compensation mechanism, but also on its wide practical use in the conditions of physical education classes at school. In schools for visually impaired and blind children, such a grouping of outdoor games allows teachers to concretize educational materials, select games individually, and ensure the order in which motor balls are formed. performance and interest in exercise.

Conclusion. Thus, it can be stated that the proposed method of organizing the motor activity of visually impaired children in physical education lessons, based on the content of the sports game goalball, can significantly increase the efficiency of classes and, as a result, improve productive life and accelerate the process of social adaptation. The results of the analysis made it possible to outline some ways of activating the motor activity of children of primary school age with visual impairments in the process of motor activity and during the game: timely learning to play, taking into account the basic movements, creating conditions for the development of orientation during outdoor games, widespread use in active outdoor games with objects, sound toys and landmarks. Development of a regulatory framework for involving visually impaired schoolchildren in physical rehabilitation, taking into account the existing violations.

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