

of fitness jumping confirms the high health-developing potential for the body involved.

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## DEVELOPMENT OF BALANCE IN YOUNG PEOPLE WITH INTELLECTUAL DISABILITY

**A. Kazlou**

VSU named after P.M. Masherov, Vitebsk, Belarus

In the life of people with intellectual disabilities, coordination abilities play an important role, since they ensure the quality of the entire motor activity. One of the most important coordination abilities is balance. In ontogenesis of a normally developing organism, a person's equilibrium is constantly being improved, reaching a level at a young age that ensures the high-quality performance of all basic vital activities (walking, running, overcoming obstacles, jumping, etc.). The peculiarities of the development of equilibrium in persons with intellectual deficiency are still relatively little studied. The scientific and practical significance of this knowledge lies in their use by specialists in the development of methods and programs aimed at the development and correction of coordination abilities (in particular, equilibrium) of the contingent under consideration.

Purpose of the study is to explore the level of development of equilibrium in people of young age, with moderate and severe degree of intellectual deficiency.

**Material and methods.** The level of development of equilibrium with the help of "Romberg's Test" was studied in people who are in the Department of

day care of disabled people of the territorial center of social services of the population with a moderate and severe degree of intellectual insufficiency [1]. In testing was attended by 11 people. We evaluated the ability to maintain static balance: more than 15 seconds exhibited a good rating, less than 15 seconds – ability was assessed as unsatisfactory.

**Findings and their discussion.** The test results are shown in figures 1, 2.

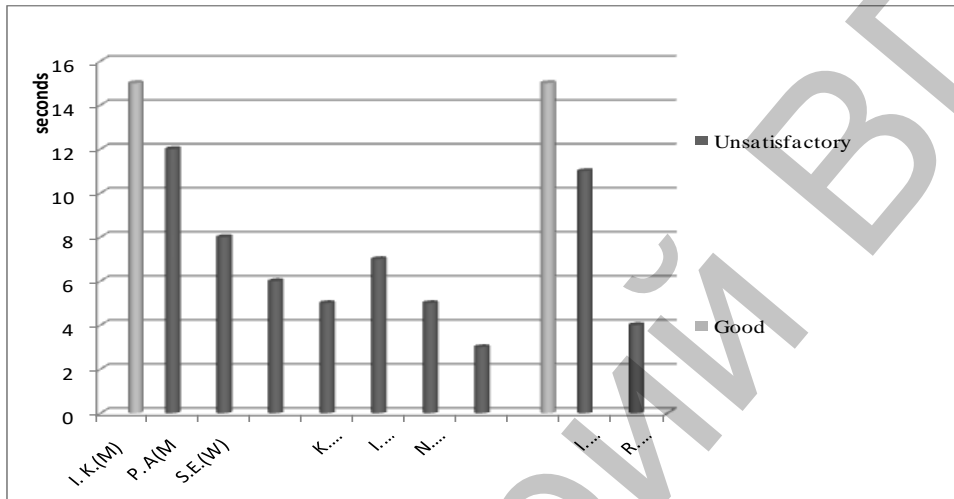


Figure 1 – indicators of the development of static equilibrium in people with moderate and severe intellectual disability.

Analysis of individual test results (Fig.1) showed that 82% of the surveyed indicator of the development of equilibrium was at an unsatisfactory level. A good level of development the coordination abilities was recorded only in 18 % of the surveyed young people. Based on the results of testing in which indicators have been defined for the development of static balance in people with moderate and severe intellectual disabilities, it can be concluded that the surveyed located in the Department of day stay of disabled persons the development of such qualities as balance to be very low and there is a need for scientific research and methodological developments aimed at effective learning in this area.

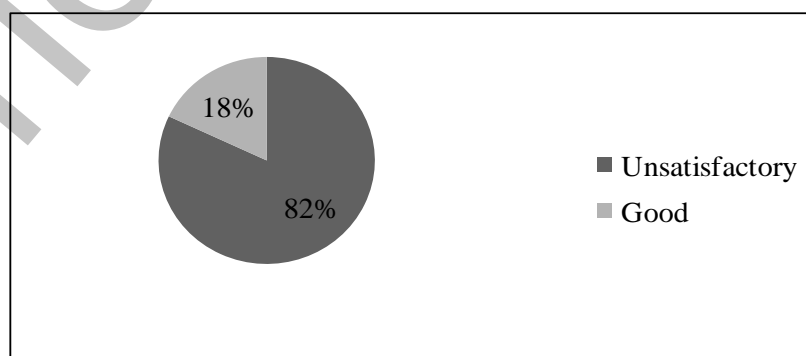


Figure 2 – the ratio of persons with intellectual disability of unsatisfactory and good level of development of balance, in %

**Conclusion.** Despite the age of those examined, the results of the study indicate that in young people with intellectual disabilities the indicator of the development of equilibrium is at a very low (unsatisfactory) level. This greatly hinders the ability of people to self-service, maintain an independent lifestyle, reduces the quality of life in general. These findings actualize the need to develop methodologies and developmental programs for correcting the state of ability to balance in young people with intellectual deficiency.

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### **ASSESSMENT OF PHYSICAL CULTURE KNOWLEDGE ON «ADAPTIVE PHYSICAL CULTURE» IN CHILDREN WITH MODERATE AND SEVERE MENTAL RETARDATION**

**M. Khrapovitskaya**

VSU named after P.M. Masherov, Vitebsk, Belarus

Currently, the problem of teaching children with mental retardation is becoming increasingly important. The number of children with intellectual disabilities reaches about 1% (with some predominance of males), as indicated by the World Health Organization, but these are average numbers, they cannot reflect the true number of such children and young people in different countries. Unfortunately, these statistics tend to grow. Further improvement of the education of mentally retarded children, the preparation of students for practical labor activities at the present stage of special education remains the most important both practical and scientific task.

Correction of cognitive activity is of particular importance in the development and training of this contingent, preparing children for life. Formation of knowledge in children with mental retardation, especially with severe is the leading difficulty in organizing their successful learning. This problem also affects the pedagogical process of physical education in the auxiliary school, where such children study.

The lack of appropriate physical education in children about the name of exercises, equipment and equipment, ideas about motor actions that must be performed on the instructions of the teacher leads to the impossibility of solving educational and other tasks in the classroom, lack of working environment and almost complete interaction in the classroom with students.

The list of physical education knowledge, which determines the curriculum for Adaptive Physical Culture in auxiliary school, is relatively small (no more than 2-3 topics in each class). At the same time, even this small amount of