

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.

Reference list:

1. Romberg test /static coordination / [Electronic resource] – access Mode: <https://studfiles.net/preview/3298108/page:66/html> -access date: 08.11.2018.

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

knowledge is poorly absorbed by most children with moderate and severe mental retardation during the entire period of schooling (from grades 1 to 9). Hence, scientific research and practical solutions to this problem are of great importance for the effectiveness of the physical education of this contingent.

The purpose of the research is to study the features of the formation of physical education knowledge in children with moderate and severe mental retardation, who study in an auxiliary school, to further develop methodological material on their development and improvement.

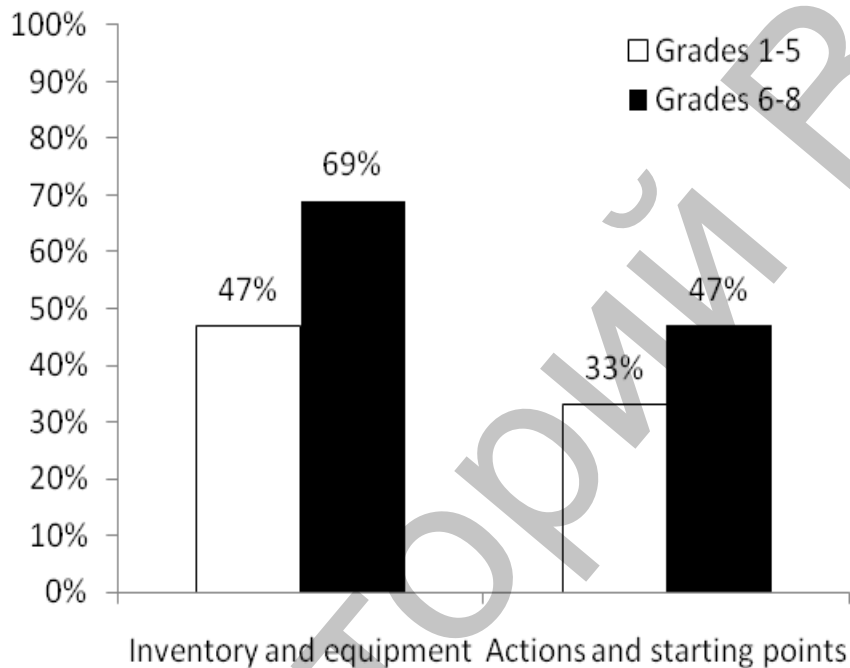
Material and methods. The study involved children with moderate and severe mental retardation, studying at the State Educational Institution "Auxiliary School No. 26 of the city of Vitebsk". A total of 20 children were examined, 17 of them with moderate and 3 with severe mental retardation. Age of participants 9-16 years.

In order to identify the level of physical culture knowledge in children with moderate and severe mental retardation, a survey was conducted using pre-prepared and developed visual material. It was a set of pictures reflecting the most famous objects and elementary actions that help to reveal the knowledge of children about body parts, actions, knowledge of equipment and equipment, knowledge of starting positions, and others.

Findings and their discussion. A visit to the auxiliary school, communication with students of grades 1–9 with moderate and severe mental retardation showed that to obtain the most objective information, an individual approach is needed in the survey methodology according to the drawings we offer. At first, some people refused to do anything at all, and only after a few of my visits, having become accustomed to me, began to take part in the survey. Others from my first acquaintance with them became interested in this event and passed the survey without any problems. Thus, almost all children with moderate mental retardation were able to name the pictures shown to them, with only a few exceptions. Children with severe mental retardation were extremely limited both in contact with the researcher and in answers to questions suggesting the student to show this or that object, action, etc. in the picture. This required first to call and show him in the picture what is connected with the question, and only after that they could already find the object in the pictures. To reveal the knowledge of the initial positions, it was necessary to explain to the student 1-3 times what the picture means, and only after that they could point to this drawing again.

According to the results of the survey, it was revealed that students in grades 1-5 of primary education were poorly formed knowledge of actions and starting positions, knowledge of equipment and equipment - better, almost everyone knows parts of the human body. Pupils in classes covering basic education (grades 6-8) showed the best survey results. The study showed that out of 20 children with moderate and severe mental retardation, only 1 girl showed a picture knowledge close to 100%. In primary school children,

knowledge of equipment and equipment averages 47% (of recognizable objects of the total number (100%) of the drawings offered in the test), actions and initial positions - 33%. In grades 6-8, rates were approaching a higher level. The amount of equipment and equipment recognized in the drawings in children of these classes increased to 69%, the number of motor actions and initial positions - 47%. Only 1 6th grade student showed absolute ignorance of parts of the human body.



Picture 1 – Indicators of the percentage of physical education knowledge in children with moderate and severe mental retardation of different classes

Conclusion. The study showed that in children with moderate and severe mental retardation, the level of formation of physical culture knowledge, regardless of age criterion, does not exceed 69%. Knowledge of the inventory and equipment turned out to be the most mastered in children, and less developed - on motor actions and initial positions. From class to class as they matured, the amount of physical education gained was increasing. However, remaining extremely low in terms of actions and starting positions. Even in high school, students could only show about half of the actions and starting points suggested in the figures. The overall picture of the development of physical culture knowledge in children with moderate and severe mental retardation of the studied age groups showed, on the whole, the level of recognition of the pictures proposed in the test slightly below the average (49.6%). In order to increase the efficiency of the formation of physical culture knowledge among students of the second branch of the auxiliary school, a further search for new forms and means of education is necessary.