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Rehabilitation Potential Of Adaptive Physical Education In People With Hearing Impairment.

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ABSTRACT

It has long been established that physical activity is a serious need for the body, implemented on a daily basis. For the hearing impaired, physical exercises are vital, as they provide maximum physical, mental and social adaptation. Exercise is a powerful means of influencing the body and expands the range of possibilities of the motor sphere, impaired by a defect of hearing. For this reason, physical education is essential for the deaf. In this area, they do not feel disadvantaged compared to healthy people. In sport, this defect is not felt and deaf people participate in competitions by the same rules as healthy athletes. In this regard, these people really need regular physical training to mobilize hidden reserves in their bodies. It is proved that the use of adaptive physical culture can compensate for the existing defect and increase the level of human socialization. The active use of adaptive physical culture contributes significantly to the maximum possible increase in the viability of the hearing impaired to the all-round development of his personality and his attainment of independence in society, in everyday life, in his professional activities.

Keywords: adaptive physical education, health, hearing impairment, rehabilitation, rehabilitation.

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INTRODUCTION

The development of various disorders in the human body can greatly weaken its adaptive abilities [1, 2]. The task of modern science is to search for the effective rehabilitation of different categories of patients with the aim of their maximum socialization [3, 4]. At present, it is recognized that adaptive physical culture is a field of physical culture for people with disabilities in the state of health, including persons with disabilities, able to provide their rehabilitation [5, 6]. Adaptive physical culture is a set of sports and recreational measures aimed at rehabilitating and adapting to the normal social environment of people with disabilities, overcoming psychological barriers that prevent a sense of fulfilling life, as well as recognizing the need for their personal contribution to the social development of society. One of the leading directions of adaptive physical culture is adaptive sport, the main direction of which is the formation of motor activity, as a biological, mental and social factors affecting the body and personality [7].

Practice confirms that, if for healthy people, physical activity is a common need that is implemented on a daily basis, then for the hearing impaired, physical exercises are vital, as they are the most effective means and method of physical, mental and social adaptation at the same time. Physical exercise, being a powerful means of influencing the body, expands the range of possibilities in the first place of the motor sphere, disturbed by a persistent defect [8].

For the deaf, physical education, physical culture and sports have always been of paramount, systemic importance. This is an area in which the deaf do not feel at all disadvantaged compared to healthy people. An unheard person suffers not from the very fact that he does not hear, but from the fact that he cannot communicate on a par with everyone. In sport, this inequality is leveled - the deaf participate in competitions by the same rules as healthy athletes. In many special schools, the role of a physical education teacher, his influence on deaf children and adolescents is unusually large. Therefore, sport and physical culture are widely and successfully used to divert the deaf from antisocial phenomena [9].

The purpose of the article: to consider the rehabilitation potential of adaptive physical culture in terms of the physical compliance of persons with hearing pathology.

Physical education of adolescents with hearing impairment is one of the important directions of correctional and pedagogical work - it is in close connection with all other aspects of education and training. Properly organized physical education creates a basis for improving the health of adolescents, develops their activity, increases their working capacity, and becomes the basis for successful educational and correctional-educational work. The formation of the main movements occurs by including them in an accessible form in the content of employment. The exercises are taught by the instructor, with the inclusion of gaming moments [10].

In the process of correctional work, special attention is paid to the complication of exercises for the development of balance, as well as the development of spatial orientation in the process of selecting special exercises and outdoor games. Training for adolescents with hearing impairment is aimed at protecting and strengthening their health, harmonious physical development, hardening of the body, developing the need for physical activity, the formation of basic movements and motor skills, correction and prevention of impaired physical development [11].

The formation of basic movements and motor qualities is one of the main tasks of physical education of adolescents with hearing impairments, since mastering the basic movements creates the basis for normalizing human life. Teaching adolescents how to run, climb, jump, throw, has an effective influence on the development of the whole organism. The formation of basic movements provides opportunities for the expansion of motor experience, creates the necessary basis for mastering more complex movements. For the formation of the basic movements, the lead-in exercises are used, some conditions for their implementation are simplified. In unity with the formation of basic movements, motor skills develop: speed, speed-strength, spatial-temporal orientations, balance are improved, dexterity and endurance are brought up. The solution of correctional tasks is associated with the development and training of the equilibrium function, the formation of correct posture, the correction and prevention of flatfoot, the development of respiration, coordination of movements [12].

One of the important correctional tasks of physical culture for the deaf and hearing impaired is the development of their orientation in space. To do this, use exercises related to changing the placement of inventory in the hall, changing the direction and conditions of movement. Adolescents need to exercise in the rapid implementation of a number of movements, develop their motor response, change the conditions for the use of the formed skills and abilities. Physical culture is also associated with the development of speech and verbal communication, since the execution of movements is accompanied by the use of speech instructions [13]. Depending on the stage of training, they are presented orally and in writing (on tablets). Physical activity contributes to the normalization of the development of the musculoskeletal system. Physical culture solves a number of tasks, such as health, educational, educational:

- Strengthening the musculoskeletal system and the formation of correct posture (holding rational posture during all activities. For the harmonious development of all major muscle groups, it is necessary to provide exercises on both sides of the body, exercise those muscle groups that are less trained in everyday life, exercise weak muscle groups.

- Contribute to the improvement of the functional capabilities of the vegetative organs. Active motor activity contributes to the strengthening of the cardiovascular and respiratory system. improvement of metabolic processes in the body, optimization of digestion and thermoregulation, prevention of stagnation, etc. Physical culture, giving the natural process of formation of the forms and functions of the growing organism optimal, creating favorable conditions for this, thereby contributing to the normal functioning of all body systems.

- Education of physical abilities (coordination, speed and endurance).

- Formation of basic vital motor skills. - In the process of training, it is necessary to communicate elementary physical knowledge, developing their intellectual abilities. This will expand their cognitive abilities and mental outlook.

- Education of moral and volitional qualities (honesty, decisiveness, courage, perseverance); promotion of mental, moral, aesthetic and labor education [14, 15].

In contrast to adaptive physical culture, medical rehabilitation is more focused on restoring impaired body functions, rather than on maximal self-realization of a person in new conditions, which requires a much greater activity and independence from a patient or disabled person. In addition, the means used in rehabilitation, one way or another, are focused on the components of traditional medicine: medical equipment, massage, physiotherapy, psychotherapy, pharmacology, and not on natural factors - movement, healthy lifestyle, rational nutrition, hardening [16].

Adaptive physical culture can not be reduced only to treatment and medical rehabilitation. It is not only and even not so much a means of treating or preventing specific diseases, as one of the forms that make up the full life of a person in his new state. Adaptive sports, adaptive motor recreation and other types of adaptive physical culture set the task of maximally distracting from their diseases and problems in the process of competitive or recreational activities involving communication, entertainment, active rest and other forms of normal human life [17].

When training for deaf and hearing impaired athletes, an important aspect is psychophysical training, which is a set of exercises that allow to train the psyche and at the same time develop the physical qualities of an athlete [18,19]. The program establishes a set of actions and techniques carried out under the conditions of training and competitions, which are associated with significant mental and physical stresses, which form the main psychological qualities of an athlete: confidence in their actions, a clear idea of their capabilities and the ability to mobilize them to the maximum in competitive conditions; developed ability to display volitional qualities [20,21]; resistance of an athlete to stressful situations of training and competitive activity [22]; the degree of perfection of kinesthetic [23], visual and other sensory perceptions of various parameters of motor actions and the environment [24,25]; the ability to regulate psychic movements [26], to ensure effective muscle coordination [27]; development of visual-figurative memory [28], visual-figurative thinking, distribution of attention, the ability to perceive, organize and process information in the conditions of time deficit [29].

For the deaf and hearing-impaired, sports are one of the main mechanisms for socialization and integration into society [30]. It starts from childhood - it is through sport that deaf children will learn such

important values as friendship, mutual assistance, the ability to achieve their goals together [31]. In addition, it is easier for a small deaf athlete to find a common language with hearing peers [32]. And in adult life, as a rule, those deaf who are seriously involved in sports are less complexed, more open, not so much subject to reflection [33].

Based on modern concepts that address the problems of human corporeality in the socio-cultural dimension, namely physical training sessions, with the obligatory participation of hearing impaired people in the training process, as well as in the system of various competitions, it becomes clear that the most suitable conditions for the cultural existence of corporeality, hearing impairment the most important point is the development of their physical qualities with the help of adaptive physical culture [34,35].

CONCLUSION

Hearing is the most important basis for human interaction with the outside world. Hearing impairment can significantly complicate human interaction in society and with nature. In this regard, it is necessary to use the full potential of physical training for these people to mobilize hidden reserves in the body. The use of adaptive physical culture can largely compensate for the existing defect and increase the level of human socialization. In this regard, the active use of adaptive physical culture contributes to the maximum possible increase in the viability of the hearing impaired to the full development of his personality, the attainment of social and everyday autonomy, and the improvement of professional activity.

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