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## Adaptive Motor Recreation Of Children With Mild Mental Retardation.

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### ABSTRACT

In recent years, negative trends in the health status of children have been observed worldwide. A number of factors contribute to the deterioration of the health of the children's population of Russia. Among them, the most serious are unfavorable economic and ecological conditions, as well as such factors as the stress of the daily life of Russian schoolchildren, the increase in the number of sociopathic families, and drug aggression. Clinical observations and practical experience of doctors and defectologists show that students of Russian special (correctional) schools of type VIII especially need to increase their motor activity. Intellectual failure takes one of the leading places in the structure of health disorders leading to disability in children in Russia. Frequent causes of disability in these children are concomitant somatic, neurological disorders, severe behavioral disorders. Often these disorders are combined, which necessitates the development of special rehabilitation technologies for this category of children. The body of a child with an average and below average level of health needs increased motor activity more often even more than a healthy body, but at the same time it requires a special physical activity. One of the forms of increasing motor activity can be the use of adaptive motor recreation, which will contribute to the formation of motivation and improvement of the level of physical fitness of Russian children with mental retardation who study in special correctional schools.

**Keywords:** recreation, intellectual failure, adaptive physical culture, rehabilitation, health.

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## INTRODUCTION

The functioning of a living organism dough is associated with the conditions of its environment [1,2]. The nature of its effects on the body largely determines its functional features at all stages of ontogenesis [3-6], the development of dysfunctions [7,8], compensatory phenomena [9,10] and the development of healing processes [11-13]. This is connected with the special attention of modern researchers to the dynamics of various indicators in the organism-environment system [14,15]. The development of these issues should help in solving a large number of fundamental problems of modern biology [16-19] and a whole group of applied disciplines [20,21] involved in solving the problem of human health [22,23,24].

In recent years, negative trends in the health status of children have been observed worldwide [25]. A number of factors contribute to the deterioration of the health of the child population [26]. Among them, the most serious are unfavorable economic, environmental conditions, as well as such factors as the stress of the daily life of schoolchildren, an increase in the number of sociopathic families, intragroup social aggression, and others. hypokinesia [27]. Clinical observations, practical experience of doctors and defectologists show that students of the special (correctional) school of the VIII type especially need to increase their motor activity [28].

In the context of the continuing growth in the number of children with disabilities, the development of effective methods for their rehabilitation and the use of modern health-saving technologies [29] are of great importance at the current stage. Particular attention is currently being paid to the rehabilitation of disabled children with mild intellectual disabilities enrolled in specialized educational institutions [30]. Intellectual failure takes one of the leading places in the structure of health disorders leading to disability in children. Frequent causes of disability in these children are concomitant somatic, neurological disorders, severe behavioral disorders [31]. Often, these disorders are combined, which necessitates the development of special rehabilitation technologies for this category of children [32].

The body of a child with an average and below average level of health needs not less physical activity, and more often even more than a healthy one, but it requires a qualitatively different physical activity [33]. Therefore, theoretical and practical development of methods for optimizing the psychophysical state of children with mild mental retardation with average and below average level of health is very relevant and timely, in order to improve psychophysical fitness and restore body functions, prevent disorders in health [34].

Objective: to highlight the main components of physical rehabilitation of children with mild mental retardation, by means of adaptive motor recreation.

### FEATURES OF PSYCHOMOTOR DEVELOPMENT OF CHILDREN WITH INTELLECTUAL DISABILITIES

The development of the motor function of children with intellectual disabilities occurs heterochronically and heterodynamically. This is explained by the fact that the strength, excitability and mobility of the nervous processes in them are significantly reduced [35]. Moreover, in the process of learning, new conditioned-reflex connections, especially complex ones related to accuracy, coordination, speed and power, are formed much slower in children with intellectual disabilities than in pupils of public schools, and, having formed, they are not always strong [ 36].

L.V. Shapkova points to the assumption put forward by Professor N.P. Weisman said that with an uncomplicated form of intellectual disability distortion of complex motor acts that require fine motor skills are determined by the same mechanisms as the intellectual defect, that is, violations of the analytic-synthetic activity of the cerebral cortex [37].

The arbitrary activity of persons with mental retardation is characterized by weak impulses, lack of initiative, impetuous impulses, suggestibility and stubbornness, weak social, personal motives. Necessary decisions are often made on the type of short circuit [38]. The behavior in connection with this is extremely inconsistent, unexpected, sometimes it is passive, it is interrupted by unexpected and usually inappropriate actions, which, of course, makes it difficult for a person with an intellectual disability to adapt to life [39].

## **ADAPTIVE MOTOR RECREATION IN THE SYSTEM OF PHYSICAL TRAINING AND HEALTH WORK WITH PERSONS WITH LIMITED HEALTH ABILITIES**

The overall goal of physical recreation is to strengthen physical and mental health, creating a base for fruitful mental and physical labor [40].

Adaptive motor recreation is a type of adaptive physical culture, which is only beginning to develop in our country and therefore requires increased attention from all legal entities and individuals concerned with the problems of people with disabilities in health status.

Adaptive motor recreation is focused on meeting the needs of people with disabilities in obtaining pleasure from physical activity, rest, change of type of activity, which determines its distinctive features:

1. Adaptive motor recreation is a type of motor activity, participation in which depends on the desire of the student and not obligatory for them.
2. In adaptive motor recreation, complete freedom of choice of means, methods and forms of organizing collective or independent activities is realized, where the trainees themselves decide what to do with them, strive to achieve psychological comfort.
3. A key guideline in adaptive motor recreation is the enjoyment of classes. That is why the most preferable in this case are outdoor activities, communication with nature (in national recreational parks and lands, nature reserves), including communication with animals (for example, horse riding); interaction with the aquatic environment (for example, visiting the water park, water aerobics classes); the use of the means of art (music, dance), competitive and game methods that stimulate the motivational sphere of the students.
4. Adaptive motor recreation classes can be conducted by relatives of people with disabilities, volunteers, and other interested people who can themselves take part in them. However, the greatest effect from recreational activities will be if adaptive physical culture specialists who have mastered the specialization "adaptive motor recreation" participate in their organization and conduct.
5. In addition to purposefully organized classes in adaptive motor recreation, recreational activities can and should be carried out as a supplement to the main activities in educational institutions, health care, social protection, departmental sanatoriums, rest homes.

### **REQUIREMENTS FOR THE SELECTION OF THOSE OR OTHER EXERCISES AND THE CONDITIONS OF ADAPTIVE MOTOR RECREATION**

The main goal of adaptive motor recreation is to optimize the state and restore physical and spiritual forces expended by those involved in the main activity (school, rehabilitation and treatment activities, labor and professional activities, adaptive sports, adaptive physical education), due to its change, switching to entertainment and enjoyment of them [41]. The main means of adaptive motor recreation are exercise, the implementation of which can cause practitioners pleasure. In adaptive motor recreation, a wide variety of forms and types of motor activity can be used. These may be motor actions included in state programs on adaptive physical education; physical exercises used in any of the adaptive sports, borrowed from the Paralympic, Deaflympic or special Olympic programs, or a completely new, invented by the people involved in the form; elements of physiotherapy used in physical rehabilitation; fragments of motor activity used in extreme and creative (artistic and musical) types of adaptive physical culture, and, in general, any other motor actions, physical exercises, any other manifestations of motor activity. Moreover, the converse is also true about the possibility of using the same motor actions in various types of adaptive physical culture. For example, such game motor actions that form the basis of football, basketball, volleyball can be used and used in all types of adaptive physical culture (adaptive physical education, adaptive sports, adaptive motor recreation). Everything here depends on the needs that a person satisfies in the process of his motor activity [42].

Analysis of the literature allows us to formulate the requirements for the selection of certain exercises and the conditions for their conduct.

1. The first requirement is that the exercise used for recreational purposes must be different from the motor actions that form the basis of the main activity (training, professional, adaptive-sports). Otherwise, it is impossible to switch, change the main activity, rest from it.
2. The second requirement for motor actions, and especially to the conditions of their implementation, used in adaptive motor recreation, is the prohibition of maximum loads, both in terms of volume and intensity, preventing excessive physical and mental stresses. Thus, strict control and self-control of everyone involved, taking into account his initial level of physical fitness.
3. The third requirement for physical exercise and the conditions for their implementation is the presence of an obvious restorative, health-improving effect (activation of the main physiological systems of the body, strict observance of sanitary and hygienic requirements).
4. The fourth requirement for the means of adaptive motor recreation and the conditions for their use concerns the need to select interesting, new, unusual exercises for those involved, as well as a periodic change of motor actions, modes and conditions for their implementation.
5. The third and fourth requirements allow us to formulate an important directive on the use of recreational activities. These conditions include: conducting classes in nature (preferably at all times of the year), the use of exercises performed in the aquatic environment, the integration of physical activity with the means of art (using music, dancing, drawing, modeling); inclusion in the classroom interaction with animals.
6. The sixth requirement for the conditions for conducting classes in adaptive motor recreation prescribes the mandatory use of gaming and competitive methods that stimulate the motivation of those involved in participating in recreational activities.
7. The seventh requirement prescribes focusing on collective rather than individual classes of adaptive motor recreation.
8. The requirement relating mainly to the socio-psychological conditions for conducting classes in adaptive motor recreation requires the provision of:
  - Opportunities for the manifestation of initiative and independence, creativity, expansion of the cognitive interests of the students;
  - pleasures and gaining satisfaction from both the process and the result.

#### **SYSTEMATIZATION OF CONDITIONS FOR CONDUCTING CLASSES IN ADAPTIVE MOTOR RECREATION**

One of the main classification signs, according to which all the conditions for conducting classes in adaptive motor recreation can be divided into two large groups, is a place for recreational activities.

In accordance with this feature, recreational activities can be carried out outdoors and indoors.

In turn, outdoor activities can be divided depending on the degree of human intervention in the arrangement of recreational activities into three subgroups:

- 1) specially created and equipped places for exercise;
- 2) natural environment;
- 3) partially developed natural natural conditions [43].

The first subgroup includes numerous open sports facilities and open planar structures (grounds): stadiums, outdoor pools, water parks, golf courses, bowling grounds and a whole range of sports games (basketball, volleyball, badminton, softball, table tennis, etc.) , tennis courts, playgrounds for playgrounds, lapa, integrated playgrounds, special playgrounds for children, including those equipped with various exercise machines and devices, facilities for winter types of motor activity (ice floes pads, hockey boxes, ski runs, ski lifts and slopes) and much more.

The second subgroup includes those created by nature: forests, meadows, reservoirs (rivers, lakes, seas), mountain ranges, caves, including nature reserves protected by the state from human interference. In these places, those engaged in contact with the natural environment.

The third subgroup is the natural and natural areas that are partially equipped for physical exercise, which include recreational parks and lands, temporarily created ski trails, and trails for orienteering.

The most numerous places for adaptive motor recreation are located indoors. These are sports halls, fitness centers, swimming pools, ice rinks, horse-riding arenas, bowling halls and billiards.

Currently, sports halls, arenas, palaces, complexes and other facilities have practically erased the line between summer and winter sports.

The second important classification feature that allows to divide the conditions of adaptive recreational activities into separate groups is the availability of various devices, shells, equipment necessary to perform various types of recreational activities, as well as technical equipment for people with disabilities or people with disabilities [44].

In this case, the first group will include balls, clubs, bits with campuses, camping equipment, shuttlecocks, rackets / The second group - all sorts of means of ensuring the safety of adaptive recreational activities - various safety devices specific to a particular type of activity.

The third group of conditions that provide the ability to perform adaptive-recreational activities include technical means that compensate for certain restrictions involved: prosthetic equipment, wheelchairs, sounded balls for the blind and a number of other devices.

The fourth group of technical means consists of simulators for ensuring the processes of disability mastering of certain motor actions and the development of their physical qualities and abilities that underlie a specific type of adaptive recreational activity.

And finally, the fifth group consists of equipment and inventory of activities that are integrated with physical activity - music, clay for modeling, sand for sand therapy, computers.

## CONCLUSION

In this paper, we reviewed the available information on the rehabilitation possibilities of adaptive motor recreation, the most frequently used variants of sports and recreational activities. It is shown that when organizing rehabilitation and rehabilitation work with children with intellectual disabilities, it is necessary to use a wide range of tools and methods of adaptive motor recreation. Adaptive motor recreation is an effective tool for leveling the effects of hypokinesia, raising the motivational component of children with mild mental retardation. However, as practice shows, specialists working in the field of adaptive physical culture pay little attention to this area of physical education and health work in educational institutions.

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