THE METHODS FOR DEVELOPMENT OF PHYSICAL QUALITIES IN CHILDREN WITH VISUAL DISABILITY

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ABSTRACT

This article examines the cases of lagging behind the development of agility physical qualities in visually impaired children and the major problems of their development. The level of physical quality of agility reveals the order of its restoration and training, the stages and the peculiarities of the methodology. Different indicators of training from traditional training were studied on the basis of studies.

Keywords: Features of visual impairment, degree of mastering, recovery, mutual adaptation of movements, physical exertion, loss of complications, physical and mental abilities, development, stages of mental retardation, stylistics.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The relevance of the study: a theoretical analysis of traditional trends in the development of education today, a full understanding of the processes taking place in the world, the formation of educational policies and ways to restructure the education system and adapt to the child's situation is more important than ever. The rate of development of children relative to age occurs due to various diseases, in particular, a decrease in motor activity due to dysfunction of visual analyzers, which, in turn, leads to great difficulties in performing various actions. Visual analyzers play an important role in the implementation of quality movement for the development of motor activity of children.

One of the main problems in children with visual impairments is developmental delays, such as dexterity. In such cases, the regulation of the ability to adapt movements is the main task of the teacher and trainer [1,2].

Authors such as I.Y. Zakharova, E.V. Morzhina have carried out a number of global and widespread studies on the correction, development, coordination of movements and the improvement of visual impairment in children. In their opinion, programs aimed at the direct development of quality, such as dexterity, are not enough [4].

The aim of the study: is to determine the effectiveness of methods and tools for the development of agility in visually impaired children.

This is done using the following tasks:- To study the dependence of age on the development of agility in visually impaired children;

- To substantiate the effectiveness of methods and tools for the development of agility in children with visual impairments in additional classes of adaptive physical education.

In carrying out activities aimed at improving the quality of agility, the visual system should use an individually differentiated approach, taking into account the description of aphthological indicators, secondary deviations, physical loads and some types of exercise limitations [3,5].

The study was conducted in 8 sessions in children with no adverse effects on exercise, and in 14 sessions in children with contraindications.

Special methodology of research

One of the areas of activity for the development of agility and movement coordination is the speed, accuracy, efficiency of mastering new movements, as well as the restoration of motor activity. Depending on the various mental physiological mechanisms of agility, the rate of skill formation may depend on motor memory, in which case it depends on the slowness of neural processes. The rate of skill acquisition, on the other hand, is determined by the mobility of neural processes.

Strict and specific time exercises as well as precise and fast, repetitive exercises were used to differentiate movements over time.

Depending on the children's mastery of the movements, new elements were introduced, gradually complicating the movements according to the degree of mutual adaptation.

The results of the study showed that the dynamics of the quality indicators of agility of the participants of the experimental group under the influence of methods and tools, the regulation of physical activity were positive. This shows the effectiveness of pedagogical scientific experiment.

Additional exercises were provided on the possibility of using additional classes of adaptive physical education to correct and develop movement qualities according to the degree of adaptation with students who had difficulty moving.Test results to determine the level of dynamics of agility development revealed statistically significant changes ($R < 0.05$) in all age groups studied.

That is, in the 14–15-year-old children who performed the exercises in the study group without resistance, the results of increased agility were 32% in boys and 27% in girls.

CHANGE DYNAMICS OF ACTIVITY DEVELOPMENT INDICATORS IN CHILDREN WITHVISUALLY IMPAIREDDISABILITIES.

Group	Experimental group						Control group					
Age	14-15		16-17		18-19		14-15		16-17		18-19	
Stage	I	II	I	II	I	II	I	II	I	II	I	II
	$\bar{x} \pm m$	$\bar{x} \pm m$	$\bar{x} \pm m$	$\bar{x} \pm m$	$\bar{x} \pm m$	$\bar{x} \pm m$	$\bar{x} \pm m$	$\bar{x} \pm m$	$\bar{x} \pm m$	$\bar{x} \pm m$	$\bar{x} \pm m$	$\bar{x} \pm m$
Boys (1)	34.2±4.9	18.9*±2.8	34.2±9.7	18.2*11.4	30.6±8.1	17.7*±6.3	33.7±5.1	31.1±5.0	33.0±3.4	31.0±3.6	32.0±7.3	27.2±5.4
Girls (1)	34.6±9.3	21.4*±7,6	37.4±11.8	21.0±5.6	33.3±5.0	21.6*±7.3	36.4±6.2	31.2±4.8	38.2±8.3	33.3±6.6	33.7±3.2	29.6±1.8
Boys (2)	33.4±2.1	19.2*±2.3	33.7±1.7	22.4*±1.4	35.4±3.4	21.4*±2.1	33.5±3.4	30.6±0.4	35.2±1.5	33.3±3.1	34.6±4.6	29.9±5.3
Girls (2)	36.2±3.5	23.8*±2,3	36.6±5.3	22.7*±2.7	29.2±1.1	19.8*±0.5	39.5±3.5	38.5±4.9	37.6±6.9	35.3±2.2	30.0±4.3	28.6±7.4

Note: (1) - children who perform exercises without resistance;
(2) - children who perform exercises with resistance;;
* - reliability of differences ($P<0.05$)

In the control group, growth rates were much lower in boys at 6% and in girls at 8%. Changes in the development of agility in children who performed resistance exercises in the study group had a similar specific direction, with growth rates of 44% in boys and 36% in girls. The growth dynamics of the indicators in the control group was 9% in boys and 3% in girls.

During the initial test runs, rough movements, unreliable movements in a given direction, and unloading into the ring were observed after several shots. At the end of the scientific experiment, it was observed that rolling the ball was on the same text. Excessive movement was not noticeable. The ball landed clearly in the ring after a couple of shots.

CONCLUSION

Concluding the study, it should be noted that children with various visual impairments had significantly lower rates compared to their peers. It was found that the level of agility development in visually impaired children has a similar characteristic in the development of age dynamics.

As a result of the methodological impact in the experimental group, it was found that the growth rates of the quality indicators studied were high. It was found that the test results in visually impaired children correspond to the level of "average", "above average" normative requirements for physical education. This evaluation indicator demonstrates that agility is more effective than traditional methods of developing physical quality.

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