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MODEL DEVELOPMENT OF COORDINATION ABILITIES OF ELEMENTARY SCHOOL CHILDREN WITH MILD INTELLECTUAL DISABILITY

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Paragraph

Within the framework of this study, we have developed a model for the development of coordination abilities by using physical activity in the school for children with disabilities, which will make it possible to organize the educational process at a high-quality level.

Key Words

- coordination ability
- psychology
- mental retardation
- model
- upbringing

Introduction

Coordination abilities are provided by sensorimotor processes and depend on the mobility of nervous processes. Those abilities also take a significant place in the life of elementary school children with mild intellectual disabilities, since in this case, the normal level of their development is a necessary condition for productive learning activities and successful preparation for a life of children of this category (Korolev, 2008) [1]

Aim

The goal of the study is to develop a model for the development of the coordination abilities of elementary school children with mild intellectual disabilities in the conditions of an auxiliary boarding school.

Materials and methods

The probationers in this experiment were elementary school children with mild intellectual disabilities studying in auxiliary boarding schools in the Republic of Belarus, where we introduced the model that we developed in their educational process. To achieve this goal at various stages of the study, theoretical (abstraction, analysis, and generalization of scientific and methodological literature) and empirical (pedagogical experiment, observation, testing, questioning, methods of mathematical statistics) research methods were used.

Results and conclusions

The model that we developed in the framework of our research in the conditions of an auxiliary boarding school, helping elementary school children with mild intellectual disabilities improve their coordinating abilities developed includes the following aspects: aspects of control (psychological, medical, and pedagogical control); accumulation and storage of received data about students; practical recommendations for teachers of auxiliary schools and parents of children; the use of information technologies that ensure the accuracy and reliability of the data received; statistical data processing, analytics and timely necessary adjustments to the educational process. The results of our research confirm the need for further study of the problem of physical education and the development of coordinating abilities of elementary school children with mild intellectual disabilities, which continues now in auxiliary boarding schools No. 10 and 11 in Minsk.

References

[1] Korolev P. Yu. (2008) Social adaptation of persons with intellectual disabilities by means of artistic gymnastics, dis. cand. ped. sciences: 13.00.04, Malakhovka.