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«**Science and Information Technologies in the
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педагогів ускладнює включення дітей з особливими потребами в освітній процес. Водночас впровадження адаптивних методик і створення підтримувального середовища сприяють кращій участі учнів в освітньому процесі та їхній соціалізації. Для підвищення ефективності організації освітнього процесу з інклюзивного фізичного виховання потрібна цілеспрямована модернізація ресурсної бази та професійний розвиток вчителів фізичної культури.

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ADAPTIVE PHYSICAL EDUCATION: OBJECTIVES, STRUCTURE, FORMS

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Adaptive physical education includes the following components: adaptive sports, adaptive physical education, adaptive motor recreation, physical rehabilitation. Adaptive physical education is one of the newest and most widespread areas in the domestic

education and science system, which examines the basics of physical education of individuals with health problems, including disabled people of various age and nosological groups. At the same time, adaptive physical education studies aspects of physical education of people who, as a result of illness or injury, have various persistent disorders of vital functions of the body and the associated limited capabilities.

In this article, we will consider the concept, goals, objectives, history of development, areas, main directions, as well as the functions and conditions of adaptive physical education.

Adaptive physical education is a social phenomenon, the main goal of which is not only to establish and strengthen social ties of a person who previously had limited access or was not included in the social process at all, but also to introduce him to a full life, a life filled with new meaning and new emotions. Thus, we can say that adaptive physical education is, rather, not a method of treatment, but a way to switch the attention of people with disabilities from their illness to communication, as well as active recreation and entertainment. Individual physical capabilities, the availability of professional personnel and materials set various tasks for adaptive physical education, including corrective and compensatory work with identified physical deviations. In most cases, such activities are carried out both for the main disease and for related problems. Disability prevention - implementation of measures for the general improvement of a person's condition, increasing his strength and capabilities, strengthening the immune system.

The importance of educational, upbringing and developmental tasks of adaptive physical education in attracting people with disabilities to sports, teaching the rules of conduct at competitions, recognizing physical activity as an integral part of life. The importance of psychological tasks of adaptive physical education is due to the fact that the reason for the asocialization of some people is not a deviation of health from the norm, but a lack of confidence in themselves, inability to interact with society and misunderstanding of their place in it.

The structure of adaptive physical culture includes the following areas: adaptive physical education, adaptive motor recreation, adaptive sports and physical rehabilitation. The listed areas cover all existing types of physical education activities for people with disabilities, promote adaptation to the surrounding world due to the fact that various types of movements are associated with the development of psychophysical abilities, communication, and the expression of emotions.

With the allocation of adaptive physical culture as an independent rehabilitation direction, the need for its sociological understanding has matured. Society is increasingly interested in competitions in which athletes with disabilities participate. Demonstration by the press and television, the number of journalists covering the Paralympic Games, airtime allocated for the regular broadcasting of such competitions are increasing.

Adaptive physical education is a dynamically developing social phenomenon with the following main features: 1. Some social groups, state and public structures have a need for effective development of the rehabilitation industry. The share of people with disabilities in the world's population is almost 10%. The highest value of the indicator among those involved in adaptive sports is children with disabilities, but much work is

being done to attract people with disabilities aged 18 years and older. Social adaptation and rehabilitation of children and adolescents with disabilities has been actively developed in recent years. 2. Formation of our own infrastructure (federations and clubs of adaptive sports, state sports and health institutions, Paralympic training centers), material and technical base that requires dynamics in development (prosthetic technology and special sports equipment); the presence of organizers and sponsors of competitions for people with disabilities. 3. Carrying out certain social functions of health improvement and rehabilitation, education, motivation and information (in printed media, on radio and television, on the Internet, etc.) for a specific category of the population. 4. Formation of a system for training qualified personnel (medical workers, trainers, teachers, social workers). A number of universities offer the opportunity to study at faculties and departments of adaptive physical education. Despite various social paradigms, society can only function through the interaction of specific individuals.

People with disabilities are provided with modern and high-quality conditions for sports training, ensuring their motivation and need for sports.

Significant factors influencing the scale, changes in the dynamics and structure of disability - the allocation of a part of the national income to provide for people with disabilities, according to the desire and capabilities of society. Adaptive physical education should cover all regions and involve the greatest number of people willing to practice, taking into account all age groups of the low-mobility population. The goal of the activities of social institutions of adaptive physical education is to give moral argumentation and an ethical basis for the behavior and motivation of people with disabilities in the restoration and development of motor and intellectual potential. Adaptive physical education sets the task of compensating for existing functional disorders.

The use of special adaptive physical education technologies will help to meet the needs of people with health problems for the fastest possible recovery of the body, the elimination of temporary disorders and the increase of the reserve capacity of the main body systems.

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