

Additional Means of Physical Education as a Method of Corrective Exposure to the Basic Health Level of Preschool Children with Health Disabilities

L A Druzhinina^{1,a}, L M Lapshina^{1,b*}, L B Osipova^{1,c},
A A Lysova^{1,d}, and D V Kamenek^{2,e}

¹ South Ural State University for the Humanities and Education, 69 Lenin prosp., Chelyabinsk 454080 Russia

² Altai State University, 61 Lenin prosp., Barnaul 656049 Russia

^adrugininala@cspu.ru, ^{b*}lapshinalm728@mail.ru, ^colarochka@mail.ru, ^dleccor@mail.ru,
^ekameneklk@mail.ru

*Corresponding author

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Abstract: The paper substantiates the need to use the entire spectrum of additional means of physical education for preschool children with health disabilities. The authors propose corrective gymnastics as the main option. Relying on a detailed study of the purpose, organization, and content of various types of correctional gymnastics, which today are highlighted in the methodological aspect of education, a significant correctional and rehabilitation potential of additional means of physical education of preschool children is demonstrated. The term “gymnastics” in its basic general pedagogical and methodological meaning is understood as a complex of specially selected physical exercises. These exercises positively affect the body of those who are engaged, have a local effect on individual muscle groups, and regulate the physiological load. For children with disabilities, the indicated aspect of studying the issue is essential since it is this interpretation of the concept of “gymnastics.” The concept justifies the mechanism of the effect of physical exercises on the underlying mechanism of a child’s physical health through the significant physical effect. As a result, we determine the need to use additional physical education facilities in full in the process of supporting preschool children with special needs, taking into account their correctional and developmental capabilities. Also, we substantiate insufficient development for their effective use in real pedagogical reality. We prove that only a competent combination of studying the problem in theory, substantiating its specifics in the methodological plan, creates the basis for the productive implementation in practice of the work of a real educational institution organizing the training and education of preschool children with special needs. Thus, we state that the solution of the indicated problem of using additional means of physical education as a means of correcting the basic level of health of preschool children with disabilities is achieved by its consideration and development at three levels: theoretical, methodological, and practical.

1. Introduction

The implementation of the positive transformations associated with the modernization of the modern education system in Russia allows preserving the traditions of domestic education. Also, it becomes possible to implement a variety of ways to reform the educational process, taking into account global trends in the development of education of children with disabilities [2]. The analysis of the main federal regulatory documents (Concept of the Federal Target Program for the Development of Education for 2016-2020; Federal Law “On Education in the Russian Federation;” Strategy for the Development of Education in the Russian Federation until 2025; Federal State Educational Standard for Preschool Education, Approximate basic educational program of preschool education; Federal State Educational Standard for Primary General Education of students with special needs), guides specialists towards the search for new innovative technologies, the introduction of traditional methods in the non-traditional aspect of use, the use of new combinations of correctional and pedagogical practices aimed at the primary health levels of HIA.

It should be noted that the theoretical justification and implementation of the work of a preschool educational institution for children with disabilities in practice can become the basis for changing the current system of training for specialists in the education of people with disabilities in the country [3]. This applies to all levels of activity of specialists, starting with practical teachers-defectologists and ending with the stage of training students – future defectologists [4].

Thus, it is necessary to study and justify the use of additional means of physical education as a significant effective resource for organizing a highly effective correctional and educational process. The effectiveness of this approach is explained by the organization of the corrective effect on the basic level of impaired development of children with disabilities – physical development [4; 5].

The main objective of this study is based on the analysis of the correctional developmental and habilitation potential of additional means of physical education to justify the need to use the whole variety of correctional gymnastics in working with preschool children with disabilities. This justification may become, in the future, one of the foundations of the professional knowledge of effective defectologists for organizing escort of children with disabilities at the level shown today by society and the state to the organization of education of the younger generation at the preschool stage.

The subject of this study is the justification of the correctional-developing and habilitation potential of additional means of physical education, the justification of the need to use the whole variety of corrective gymnastics in working with preschool children with disabilities.

The main problem of this study is the evidence-based justification of the correctional-developing and habilitation potential of additional means of physical education, the rationale for the need to use the whole variety of corrective gymnastics in working with preschool children with special needs at the theoretical, methodological, and practical levels, as well as the justification of the need to use this knowledge in the daily work of specialists with children with disabilities [6].

2. Materials and Methods

In the course of substantiating the theoretical foundations of the correctional developmental and habilitation potential of additional means of physical education, the justification of the need to use the whole variety of corrective gymnastics in working with preschool children with disabilities was determined by the methodological basis. The core lies in the physical health of a child with disabilities as the basic level of health and their impaired development.

Achieving the main goal of the study was due to the use of a set of adequate and highly informative research methods – the method of analysis of the obtained data. In particular, we focus on a retrospective analysis of scientific and periodical literature, content analysis of materials of scientific events at various levels from international to regional (scientific and practical conferences, symposia, and meetings on the research problem); methods of primary mathematical processing; free description methods; as well as conversation with teachers and parents.

An objective analysis of the data obtained during the combined use of these methods makes it possible to reveal the correctional-developmental and habilitation potential of additional means of physical education justification for the need to use the whole variety of correctional gymnastics in working with preschool children with disabilities, which creates the basis for solving the problem at the theoretical, methodological and practical levels [1; 4; 5; 6].

3. Results

We see the results of the analysis and the cumulative use of all the necessary methods for studying the current state of the studied problem. In particular, the following main conclusions can be drawn from the results of studying the issue at the theoretical, methodological, and practical levels.

The theoretical level of studying the problem of correctional development and habilitation potential of additional means of physical education substantiates the need to use the whole variety of corrective gymnastics in working with preschool children with special needs to organize corrective effects on the basic level of

impaired development. Physical development is traditionally one of the promising areas of theoretical research and practical developments in the field of modern preschool defectology.

1. Gymnastics is a complex of specially selected physical exercises that have significant healing and developmental effects. In particular, they positively affect the body of those who are engaged in general, have a local effect on individual muscle groups, and regulate physiological load [1].
2. In the theory and practice of modern correctional education, a fairly wide list of various correctional gymnastics is used: basic gymnastics; rhythmic gymnastics; corrective gymnastics; eyes gymnastics; finger gymnastics; breathing exercises; gym gymnastics [1; 2].
3. Such a variety of corrective gymnastics, on the one hand, is due to the variety of goals achieved during their regular use; on the other hand, determines their significant correctional-developing and habilitation potential in working with preschool children with disabilities [5; 7];
4. The strengthening of this correctional developmental and habilitation potential is due to the fact that any of the correctional gymnastics affects the basic level of health of preschool children with disabilities, which in this category of children is always not just unsaved, and sometimes damaged;
5. Corrective types of gymnastics are focused on the healing and recovery process and are closely interconnected with correctional and pedagogical work. Therefore, they must be used in the educational process of preschool educational institutions [8];
6. The organization of corrective action is the more effective, the more basic the level of violation in the structure of the defect it is directed [9].

The study of the problem at the methodological level made it possible to draw the following conclusions.

1. The methodology of organizing and conducting each type of corrective gymnastics depends on the nature of the primary defect and secondary disorders. Therefore, it is closely related to the solution of special problems for each nosological group of children with disabilities [2].
2. The presence of detailed methodological recommendations for conducting and organizing each type of gymnastics for each nosological group of children with disabilities indicates, on the one hand, the universal nature of this remedy; on the other hand, it is the basis for the implementation of an individual and differentiated approach in working with a child with impaired development and with a group of children [1];
3. Each type of correctional gymnastics should be organized in such a way that a general correction and compensation of physical development deficiencies are necessarily carried out. Achievement of a level of development of basic movements, physical qualities (speed, accuracy, endurance, balance), orientation in space, coordination of movements, etc., corresponding to age-specific features [8];
4. For the correction of physical health and physical development, if necessary, it is needed to use special means and methods that enhance functional capabilities, strengthen the musculoskeletal system, cardiovascular and respiratory systems, develop and restore the potentials of all somatovegetative and sensory systems of the body [7].
5. In all types of correctional gymnastics, the compilation of complexes, the system of conduct, and the structure of a specific lesson with children with disabilities are subject to the specific requirements of the physical education methodology for children with impaired development, due to the abnormal development of the physical and mental sphere of such a child [2].
6. Each type of corrective gymnastics solves medical, wellness, corrective (preventive) three problems. Such a trinity helps to affect the basic level of health of a child with disabilities more deeply [7].

At a practical level, the study of correctional development and habilitation potential of additional means of physical education allows us to state the following:

1. Teachers working with preschool children with disabilities should have the full range of correctional exercises offered today by methodological literature and defectological practice [10];

2. During a conversation with teachers educating preschool children with special needs, it is found that the regular use of types of corrective gymnastics in the educational process contributes to better development of a child with health restrictions. This applies both to indicators of physical health and to the quality of mastering the educational program [2].
3. The objectivity of the data of the conversation with teachers is confirmed by the data of the conversation with parents of preschool children with disabilities. The positive dynamics in the health and development of their children were noted, as a rule, by those parents who were involved in the correction process, organizing the use of various types of correctional gymnastics at home – after the kindergarten and on weekends [3].
4. In order to expand the practice of introducing the widespread use of various types of correctional gymnastics into the educational process of a specific pre-school educational facility, it is necessary to increase the competence of teachers in this area of professional activity [1].
5. Kindergarten teachers implementing the educational process with preschool children with disabilities, if necessary, inform teachers and parents about the positive effects of additional physical education as a means of maintaining the basic level of health of preschool children with disabilities. They use an entire arsenal of tools for working with parents (consultations, conversations, the publication of information booklets, guidelines, organization of meetings with medical specialists, etc.) [4].
6. If necessary, they modify the forms of monitoring assessment of the quality of health and development of pupils with disabilities, specifying them through indicative indicators of the targeted effect of certain types of corrective gymnastics on the health and development of the child [2].

4. Discussion

Human health is a category of knowledge, the study of which society has always paid considerable attention. Today, the term “health” is introduced to designate a special category of children – children with disabilities. The domestic system of providing educational services to people with disabilities changes the priorities in their activities at all possible levels of problem-solving: in theory [1; 82], methodology [7], and practice [4; 6] training and education of various categories of students with disabilities. Nowadays, the organization of the educational process of preschoolers with disabilities, setting one of the main goals to correct existing developmental deficiencies and health restrictions, is based on a theoretical plan of the organization of health.

Many experts consider this concept in the broadest sense of the word and in a narrower one. In a broad sense, health is divided into physical and mental levels. In the narrow sense, each of these levels is divided into somatic and physiological sublevels. In turn, mental health is divided into proper mental health and spiritual and moral. However, any interpretation of the concept of “health” as a basic, determining considers physical health. It is this approach that determines the key direction for the organization of correctional work. In particular, we talk about the impact on the basic level of impaired development and the means of such an impact. In the framework of this study, this is the level of physical health and additional means of physical education [9].

The problem identified in the framework of this study requires further study and research at the theoretical, methodological, and practical levels.

5. Conclusion

The modernization of the domestic system for the provision of educational services to children with disabilities has led to a change in the fundamental paradigm of supporting this category of students and pupils. Currently, the emphasis is made on the implementation of the health potential of education. Only the maximum preservation of the child’s health at a basic (physical) level will allow the body to redistribute its resources and reserves (primarily energy) towards using them to correct mental deficiencies.

As a result, we substantiated the need to develop the problem of using corrective-developing and habilitation potential of additional means of physical education. As the primary means, one should consider the whole variety of corrective gymnastics, which is done at theoretical, methodical, and practical levels. This

approach allows to substantiate the relevance of the studied problem and to solve it, in accordance with the requirements of modern correctional and pedagogical science and defectological practice.

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