

РЕАБИЛИТАЦИОННАЯ РАБОТА С ДЕТЬМИ С ОГРАНИЧЕННЫМИ ФИЗИЧЕСКИМИ ВОЗМОЖНОСТЯМИ

В статье раскрыты теоретические аспекты и содержание реабилитационной работы с детьми с ограниченными физическими возможностями. Представлены основные задачи, которые реализуются во время проведения реабилитационной работы.

Физическое воспитание, специалисты, реабилитация, ограничение в развитии.

The theoretical aspects of the content rehabilitation of children with disabilities are revealed in the article. The main tasks implemented during rehabilitation are presented.

Physical education, specialists, rehabilitation, restrictions on development.

Introduction.

In recent years significantly increased the number of children with disabilities who require lifelong state aid. According to UNESCO back in 1977, the whole world was determined at 450 m. Of the Disabled in 1983 this figure has increased to 514 million. And at the beginning of the third millennium approached 680 million.

Life experience, the practice of physical education and sport contribute to the realization of complex problems of rehabilitation of children with disabilities, education and training, a positive moral and mental and physical climate in society.

Actual problems of modern educational theory and practice is the process of training future specialists in physical education and sport to rehabilitation.

A person with disabilities in a modern democratic society have the right to remain on the sidelines of the social and cultural processes, systems of human relationships and values. People with disabilities have the same rights as healthy people, they need to fully learn, receive general education, as far as possible participate fully in social life, benefit to the country.

Research objectives.

1. Study and synthesis of the literature data, which examine the content of rehabilitation of children with disabilities.

2. Analysis of the current state of rehabilitation of children with disabilities.

Basic part.

Life experience, the practice of physical education and sport contribute to the implementation problems of rehabilitation of people with disabilities in the area of education, training, a positive moral and mental and physical climate in society.

For professional activities in working with children with disabilities rehabilitation need to know:

1) patterns of mental development of the child's age characteristics with disabilities;

2) features of the individual characteristics of temperament, a child with disabilities, especially the anatomical and physiological development;

3) patterns and features of the relationship between children with disabilities in different age stages, possible

causes conflicts that make a favorable psychological microclimate in the team;

4) modern methods of examination and testing of children with disabilities [1].

Physical rehabilitation is an integral therapeutic and preventive activities with the use of means and methods of physical training, sports items and athletic training, massage, physiotherapy and environmental factors in the complex process of restoring health, physical condition, disability, psycho-emotional resilience and adaptive body reserves of people disabilities [3].

Identification of potential rehabilitation of the child with disabilities is an important aspect in the preparation of rehabilitation work needs to solve several major problems:

1) clarify the nature and extent of movement disorders limitation of motor function;

2) determines the total or partial morphological and functional recovery of a child with disabilities damaged units musculoskeletal system or impaired function of the damaged organ or system;

3) forecast further development of adaptive and compensatory abilities of the child with disabilities in this disease;

4) evaluation of physical performance of the child with disabilities in general and functional capacity of individual organs and systems based on the definition of tolerance of different nature, scope and intensity of physical activity in the rehabilitation process [5].

The study and synthesis of the literature data indicate some features content rehabilitation of children with disabilities.

In content-based rehabilitation of children with disabilities are:

1. Compensation features missing from birth or lost due to illness or injury. By delevhanosti others missing in the child functions and create the conditions for it to overcome insurmountable obstacles before the environment (creating special services "Personal Assistant" and "transport service").

2. Organization of the interaction with all stakeholders, with a child, his family, immediate environment through services focused on how children and their parents and relatives.

3. Integration of a joint activity of children with disabilities and children with no health problems. This principle should be implemented in almost all types of services.

4. Mutual – wide participation in the volunteers and voluntary mutual support [2].

Content rehabilitation of children with disabilities varies during the course of rehabilitation, depending on the nature of the disease, its progress and physical fitness of the child with disabilities, and the type of health care setting (hospital, clinic, sanatorium).

In content-based rehabilitation of children with disabilities are physical rehabilitation, and the basis of physical rehabilitation work – dosed training. Dosed training – focused process improvement and restoration of disturbed functions of the whole organism, its individual systems and organs [8].

Thus, the content of rehabilitation of children with disabilities is regarded as a complex rehabilitation and medical problem, which includes physical, medical, educational, psychological, domestic, professional, social and economic rehabilitation.

Each area rehabilitation of children with disabilities is important and necessary, but the main focus of a physical rehabilitation and medical rehabilitation.

Children with disabilities at an early age is necessary to lead an active lifestyle, exercise and sports. Physical therapy contributes to some extent, not only the maximum possible increase viability child with disabilities, but also full of personality, and the acquisition of autonomy, social, domestic, mental activity and independence.

To restore disturbed functions of a child with disabilities using three periods of action of therapeutic physical training:

1. Benign acute period of forced situation where physical and functional condition of the body broken (child assigned bed rest).

2. Functional Anatomy of the recovery period, when its function is impaired (napivpostilnyy mode when a sick child can sit and walk around the room).

3. Training – the final stage of restoration of function not only of the affected organ, but also the whole body (it is possible to adapt to everyday stress and training the whole body) [2].

As a result of regular exercise the child with disabilities to adapt gradually magnifying loads going on reha-

bilitation and correction of violations that have arisen in the course of an illness or injury.

The problems that stand in front of a modern university education, due to dramatic changes in the content not only the most professional goals, and social order for their decision.

Conclusions.

Technology to help children with disabilities based on a comprehensive rehabilitation of all areas of rehabilitation. Under the direction of children with disabilities experiencing physical and functional difficulties not only because of the disease, abnormalities or deficiencies of development, but also physical unsuitability and attitudes of others to their special needs, the prejudices of society reprehensible attitudes towards people with disabilities.

Rehabilitation work is a major process aimed at comprehensive care to children with disabilities to achieve their maximum at a certain disease, physical, mental, and future professional and social usefulness.

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УДК 371.3:744.4

МЕТОДИЧЕСКИЕ И СОДЕРЖАТЕЛЬНЫЕ АСПЕКТЫ ПОДГОТОВКИ АБИТУРИЕНТОВ К ТВОРЧЕСКОМУ ЭКЗАМЕНУ ПО ЧЕРЧЕНИЮ НА КАФЕДРЕ ДИЗАЙНА АРХИТЕКТУРНОЙ СРЕДЫ

В статье рассматриваются методические и содержательные аспекты подготовки абитуриентов к вступительному экзамену по черчению; указываются проблемы недостаточной графической подготовки абитуриентов для выполнения заданий

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