



The use of floorball in adaptive physical education of schoolchildren with intellectual disabilities

UDC 796.08

**E.A. Gerasimov**

Volga Region State University of Physical Culture, Sports and Tourism, Kazan

Corresponding author: laraparf@mail.ru

Received by the editorial office on 26.08.2024

Abstract

The purpose of the study. To determine the composition of the funds and establish a rational sequence of teaching basic technical elements of floorball to children with intellectual disabilities (IN).

Methodology and organization of the study. The means and a specific procedure for teaching the basic elements of the floorball technique to children with intellectual disabilities are proposed. An experimental approbation was carried out with the participation of four groups of schoolchildren who studied using different methods.

The results of the study and conclusions. The effectiveness of the author's approach in teaching basic techniques in floorball to students with intellectual disabilities is scientifically substantiated.

Keywords: *adaptive physical education (AFV), floorball, children with intellectual disabilities, learning sequence.*

Introduction. The introduction of sports technologies into the process of adaptive physical education should provide a corrective and developmental effect on the psychophysical and social characteristics of schoolchildren with intellectual disabilities [6]. Floorball potentially has many properties of a complex effect on the body and personality of those involved, which is due to the team nature of the game, emotionality, frequent change of game situations, a large arsenal of coordination and technical and tactical means [1, 2]. The expediency of the accentuated use of floorball products in the AFV of schoolchildren with intellectual disabilities is determined by the following factors:

- a public order for the popularization and development of floorball included in the program of the Special Olympics [4];

- the material and technical accessibility and attractiveness of the sport;

- the need for an alternative replacement of the "hockey on the floor" section of the school Physical education curriculum for students with mental retardation (intellectual disabilities);

- the need to take into account the interests and leading motives of physical education and sports activities of schoolchildren with IN, ensuring the continuity of basic and additional education, regular and extracurricular forms of the physical education process [2, 3, 5, 6].

To date, in the theory and practice of adaptive physical education, there is no method of using floorball in people with IN [2, 5].

The purpose of the study. To determine the composition of the funds and establish a rational sequence of teaching basic technical elements of floorball to children with intellectual disabilities.

Methodology and organization of the study. The biomechanical structure of motor actions in floorball is characterized by complexity and diversity. For the effective application of techniques and methods of the game, it is necessary to adapt them taking into account the psychophysical characteristics of persons with intellectual disabilities [2]. We have identified those elements of the technique that are most applicable and necessary in the gam-



Table 1 – Composition of floorball products for teaching students with intellectual disabilities

| Goal attack (throw/ short stroke) | Keeping the ball | Passing the ball | Receiving and stopping the ball | Hitting the ball |
|---|--|---|---|--|
| <ul style="list-style-type: none"> – a sweeping throw with eyeliner – long throw – short wrist throw – a throw from the spot – throw from different angles – roll over throw – a throw from the wrong side – a throw in motion – short stroke | <ul style="list-style-type: none"> – holding the club with one (two) hands – moving face forward, running – with a change in direction of movement – short jerks in a straight line with acceleration, – running backwards with different turns – sideways – «snake» – in an arc | <ul style="list-style-type: none"> – with a push – by throwing – putting the stick in one touch – overboard – “with a broom” – from a U-turn – a foundling | <ul style="list-style-type: none"> – by stopping the stick with the inside or outside of the hook – stopping the ball with the shin – stopping a flying ball with the sole – receiving a flying ball on a hook «in the grip» – stopping the ball with your chest | <ul style="list-style-type: none"> – «convenient» strokes with the open side of the stick (sweeping, pressing, kick-click, hooking). – «uncomfortable» strokes with the closed side of the stick (click-kick, click-kick with summer pressure, touch-up) |

ing activities of people with IN (goal attack (throw/ short stroke), keeping the ball, passing the ball, receiving and stopping the ball, hitting the ball). Table 1 systematizes the types and methods of technical techniques that are most accessible for mastering this contingent of children (Table 1).

At the same time, we found that the authors' recommendations on the sequence of mastering the basic elements of floorball are fundamentally different and there is no consensus. The author's methodology has been developed, the key idea of which is that it is necessary to start training with the technical technique “gate attack”, performed in order to hit the opponents' gates. This approach helps to initially create in children an idea of the essence and result of the game.

We compared four versions of the training to determine the most optimal option for people with intellectual disabilities, taking into account their psychophysical and functional characteristics:

- classic: *passing, receiving and stopping, throwing, hitting, keeping the ball*;
- according to A.V. Bykov: *keeping the ball, throwing, passing, receiving and stopping, hitting*
- proposed by Special Olympics International (SOI): *reception and transmission, impact, stroke*;
- author's: *goal attack (throw/ short stroke), keeping the ball, passing the ball, receiving and stopping the ball, hitting the ball*.

Each of the four equally numbered groups of schoolchildren (n-21) was engaged in different methods during 9 months of the academic year.

The results of the study. The success of mastering the floorball technique was determined by 5 tests (*driving the ball with a stick, passing the ball, throwing the ball for accuracy, throwing the ball at the goal, protecting the goal*). The results were recorded every three months (Figures 1-5).

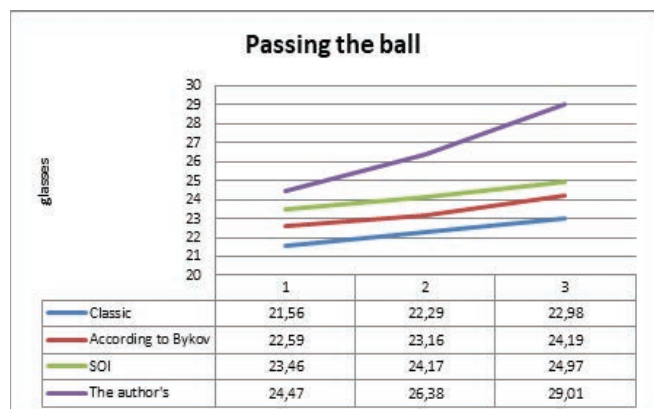


Figure 1

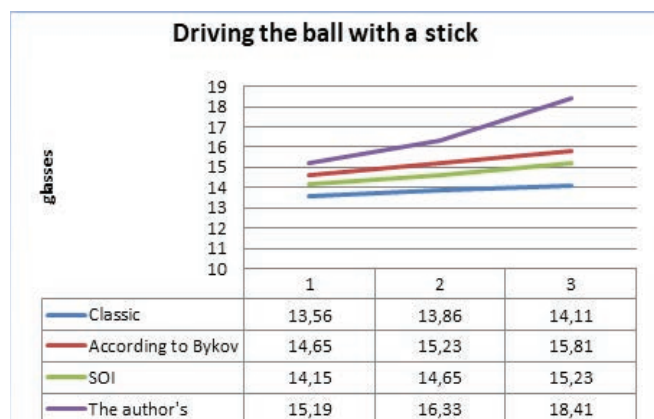


Figure 2

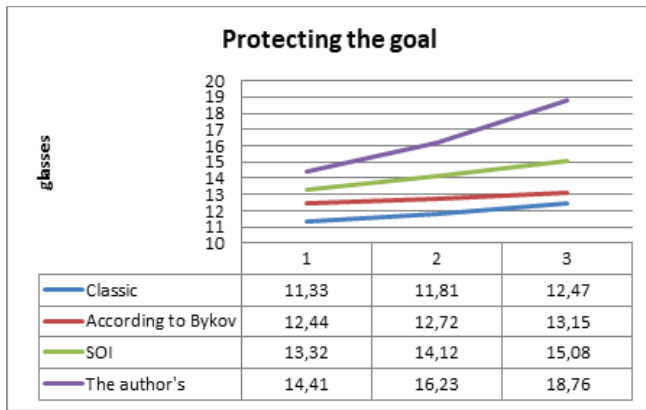


Figure 3

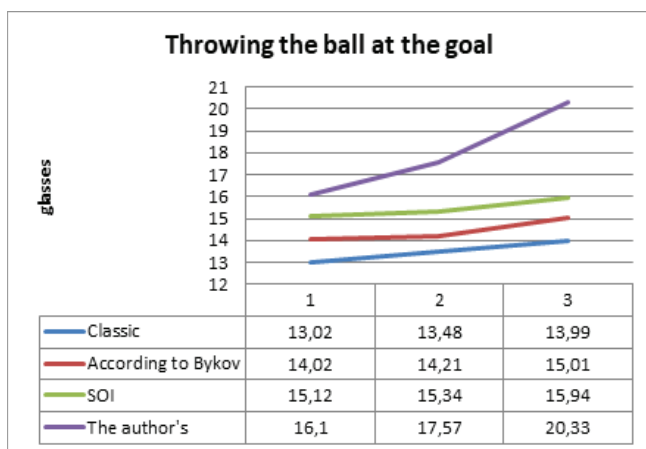


Figure 4

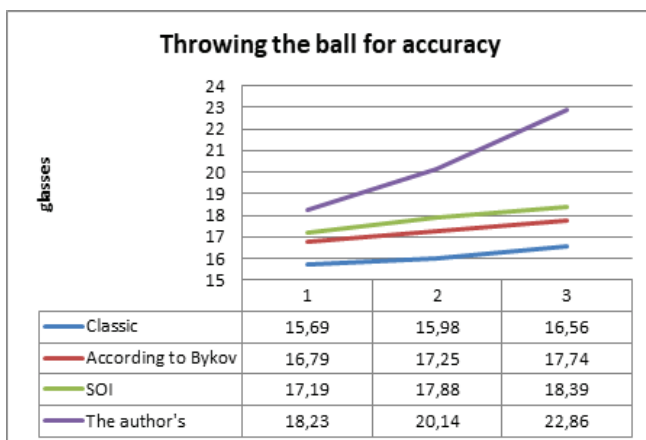


Figure 5

The figures show that the author's approach is the most effective, since it differs in the most significant reliable dynamics (growth rate according to S. Brody) of all the studied indicators.

Conclusions. The sequence of teaching the basic elements of the floorball technique developed by

us is the most optimal for children with intellectual disabilities, since it is based on accounting:

- the peculiarities of the course of mental processes (*low attention span, rapid distraction, distraction and the inability to concentrate for a long time, a significant violation of spatial perception, orientation in space, narrow thinking, inability to quickly assess the situation and make a rational decision, etc.*);

- difficulties and opportunities for mastering complex coordination motor actions, which are widely represented in floorball.

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