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**SPECIAL METHODS FOR DEVELOPING NATURAL SKILLS IN CEREBRAL PALSY**

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**Annotation:** Cerebral palsy occupies a leading position among childhood neurological diseases, so this pathology requires a special approach. With this in mind, as a specific approach, the involvement of multiple specialist teams and long-term, ongoing rehabilitation will provide significant practical assistance to the patient. This rehabilitation should include clinical treatment, outpatient treatment and, of course, long-term treatment at home.

**Key words:** Everyday skills, groups of specialists, complex system, cerebral palsy, treatment tactics.

The life of patients with cerebral palsy consists of a combination of various aspects of rehabilitation: rehabilitation, physical and psychological, social, emotional and educational.[ 6] Recently, increased attention has been paid to new organizational forms in a comprehensive rehabilitation system. Among them, the game method of teaching a child everyday skills is of significant interest.

The purpose of the study is to develop and scientifically substantiate a new organizational form and system of outdoor games in combination with other non-traditional means in order to teach everyday skills to children with consequences of cerebral palsy.

Research methods: children aged 8 to 14 years with consequences of cerebral palsy. Before starting rehabilitation measures, it is necessary to determine the initial severity of movement disorders in order to properly plan and rationally structure classes. Rehabilitation classes must correspond to the child's capabilities, support the motivation of children with consequences of cerebral palsy to continue training, and create a favorable emotional background. The program of rehabilitation and restorative influences to teach a child everyday skills through physical education and sports for children with consequences of cerebral palsy helps to solve the following problems:

- improving walking skills;
- improving balance and coordination of movements;
- development of fine motor skills of the hands;

- development of the emotional-volitional sphere;
- development of spatial motor orientations
- development of the qualitative side and consolidation of previously acquired motor skills and abilities.

At the early stages of rehabilitation and restoration measures, we consider the most effective individual method of working with a child; in the future, training sessions with children should be carried out using various methods: individual, small group and group. It is advisable to include non-traditional methods of influence in a comprehensive system of rehabilitation and restoration measures to teach a child everyday skills, along with generally accepted means and forms of physical culture and sports, for example:

- computer educational games;
- psycho gymnastics.

To solve correctional problems, the game method of conducting classes was widely used, consisting of various game situations, tasks, exercises and games. When playing sports, children with spastic diplegia need special exercises that help strengthen the back muscles, relax the adductor muscles of the hips and overcome postural reflexes. A distinctive feature of the developed methodology of rehabilitation and recreational activities is the differentiation of all means and forms of rehabilitation, outdoor and sports games used, according to the form of the disease and the degree of motor impairment. The implementation and effectiveness of rehabilitation and health measures for children with consequences of cerebral palsy can only be carried out under systematic medical supervision.

The pedagogical experiment we conducted and the results obtained allowed us to scientifically substantiate the effectiveness of the complex methodology of rehabilitation and recreational influences.

**Conclusions.** The practice of using existing methods and means of rehabilitation for cerebral palsy, according to the literature, has shown insufficient effectiveness, which predetermines the search for new approaches, means, methods and forms for the successful implementation of rehabilitation and recreational activities. The nature of the rehabilitation effects on the body of a child with the consequences of cerebral palsy must be complex; rehabilitation and recreational activities must take into account mechanisms to maintain the motivation of disabled children for constant activities, conduct classes in a mode appropriate to the child's capabilities, and create a favorable psychological background. The complex system of rehabilitation effects we used in our work consisted of:

- special physical exercises with targeted effects;
- physical exercises with elements of gymnastics;
- game activities with directed influence;

- sports and outdoor games;
- computer educational games;
- course of psycho-gymnastics.

The fundamental direction of our work is the game method. Along with traditional play methods, we also used a whole group of relatively new promising methods of working with this group of children: the method of music and rhythm therapy; method of analogies with animals and plants; method of “theater of physical education”.

The results of physical rehabilitation of disabled children showed high efficiency, which was reflected in the improvement of their motor abilities.

The results of recreational and rehabilitation activities also had a beneficial effect on the mental state of disabled children with cerebral palsy. The following data illustrates this:

- when conducting a test on the personality differential scale for the personality strength factor in the experimental group, the differences turned out to be significant and amounted to 28%. In the control group, the differences revealed were not significant, with an improvement in the personality strength factor by 9%.

Thus, a comprehensive system of recreational and rehabilitation interventions has shown its effectiveness in teaching everyday skills to children with cerebral palsy and can be recommended for use in practical work with disabled people with consequences of cerebral palsy.

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