

ORGANIZING PHYSICAL EDUCATION OF STUDENTS WITH DISABILITIES WITHIN THE SPECIFIC TEST REQUIREMENTS

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Abstract. In this article, the pedagogical and psychological aspects of organizing the physical education of students with disabilities and disabilities based on the requirements of the special test “Alpomish and Barchinoy” are studied.

Key words: adaptive physical education, special test “Alpomish and Barchinoy”, physical education of disabled people

Relevance of the topic. Increasing the interest of the society in the level of professional training of disabled and disabled people activates the search for effective ways to solve this problem within the educational system of the university. As an educational discipline, physical culture acquires an important potential in the formation of social, personal and professional qualities that form the basis of the competence of a future specialist.

Study of the topic. During the research work, the modern fundamental founders of the UN Convention “On the Rights of the Disabled”, legislative and regulatory documents of our Republic, the field of adaptive physical education and sports, the theory and methodology of physical culture P.F. Lesgaft, L.P. Matveev, Yu. N. Nikolayev, Yu. F. Kuramshin, V. M. Vydrin, Yu. F. Kuramshin, R. M. Kadirov, V. I. Evseev, L. V. Shapkova, A. S. Makhov, S. F. Kurdibaylo, L. N. Rostomashvili and others, who conducted research on the laws and principles of the theory and methodology of adaptive physical culture of Platonov, T. Yu. Krutsevich and others, inclusive education researchers S. V. Alekhina, D. Z. Asmolov, L. S. Vygotsky, T. E. Ovchinnikova, N. H Matveychuk and others’ scientific literature were analyzed.

The analysis of special literature and pedagogical experiences showed that the use of physical education in the social and professional adaptation of students with health problems is carried out in two directions:

- Creation of a system of professional practical physical education, including elements of therapeutic and therapeutic physical culture in its content;
- Organization of physical training of students with health problems adapted to the requirements of the “Alpomish and Barchinoy” special tests.

The purpose and objectives of the research. To study the pedagogical and psychological aspects of organizing the physical education of students with disabilities based on the requirements of the special test “Alpomish and Barchinoy”.

- Analysis of special literature on the topic;
- studying physical education of students with disabilities and limited opportunities;
- Development of conclusions and recommendations based on the obtained results.

Scientific - theoretical analysis, historical-comparative analysis, modeling and generalization methods were used during the research.

Analysis of research results. The purpose of special tests is to develop physical education and sports among all strata of the population to develop them physically and intellectually, to improve their physical abilities and movement activity, to achieve physical and mental maturity, to increase work capacity, to prevent harmful habits and various diseases, and to promote health. It consists of forming the skills of a healthy lifestyle, strengthening qualities such as will, confidence in one's own strength and capabilities in young people through sports competitions, developing courage, patriotism and loyalty to the Motherland, and organizing systematic work on selecting talented athletes from among young people.

The main social task and the main goal of the special test “Alpomish and Barchinoy” is to help young people achieve physical fitness, increase their working capacity, increase the popularity of sports, and adapt disabled students to society. The use of the special test “Alpomish and Barchinoy” in physical education is important in diagnosing the level of physical fitness of students. The “Alpomish and Barchinoy” special test in the requirements for assessing the level of physical fitness is a guide for the physical development of students of all types of educational institutions and educational organizations. The criterion-diagnostic apparatus (component) of the pedagogical control system, including indicators based on the standards of the “Alpomish and Barchinoy” special test, the use of the “Alpomish and Barchinoy” special test is an important factor in managing the adaptation processes in the physical education of students, we consider that. In the physical training control system, it is necessary to take into account and adjust the requirements for physical activity depending on the level of training and health of students.

One of the areas of training of disabled and disabled students is the development of the theoretical foundations of the “Alpomish and Barchinoy” special test and the formation, organization, planning of judicial skills related to the adoption of the standards of the “Alpomish and Barchinoy” special test. is to acquire the skills of diagnosing effectiveness. Educational and independent activities in the process of implementing the content of the special test complex “Alpomish and Barchinoy”. This provides an opportunity to include students with disabilities and disabilities in active physical education and sports activities as assistant judges to accept the standards of the “Alpomish and Barchinoy” special test. Organizing and carrying out pedagogical control over the level of physical fitness of students passing special test standards, forming tolerance skills in the process of accepting complex standards by disabled students and disabled people of different nosological groups, and self - diagnosis of students development of skills are closely related to each other.

The formation of such skills is the basis for the design of individual achievements of students in physical education and sports, as well as the self-development of socially important personal qualities that positively affect the success of adaptation of students with disabilities to the educational environment. Organization and control of the level of special preparation (knowledge of the rules, assessment of special test standards), study of mental processes and personal characteristics (thinking, concentration and switching, characteristics of mnemonic processes, etc.), determination of personal and business qualities (knowledge of rules, error detection, decency and objectivity, emotional stability, etc.), establishment of social status (level of participation in physical culture and sports activities).

The listed components are included in our model of teaching students with disabilities and disabilities. Comprehensive control of social and professional adaptation of students in the process of physical education includes the use of pedagogical monitoring, which is an information mechanism for the successful organization of the process, which includes: diagnosis, planning, forecasting, control and decision-making.

The model of preparing students for monitoring physical development, developed by the author, assumes that they master the diagnostic tools of a special test complex. This process is inextricably linked with the design of pedagogical planning and individual educational directions in teaching disabled students of different nosological groups. Each student has their own course of training as an assistant judge to meet specific test standards. Undoubtedly, the preparation process can be effective only if an individual approach is strictly followed.

For each student, theoretical assignments and practical exercises are selected (in increasing or decreasing order depending on the level of complexity) to form the skills and abilities to accept control standards of a special test complex. Special physical training of disabled students and disabled students should be aimed at adapting disabled and disabled students to physical education and sports activities of the university. The process of social adaptation of disabled students and disabled students in teaching “Physical education” and “Professional practical physical education” has its own organizational and pedagogical conditions, educational methods, forms, and tools and is carried out in the recreational environment of the university. In the process of preparing for the adoption of special test standards with students of this category, the technology of adaptation work includes the following:

- Diagnostic stage, including formation and updating of the database of students with disabilities and those with disabilities (knowledge, skills);
- Monitoring the educational needs of disabled and disabled students during the preparation for the adoption of special test standards, other subjects of the educational process (medical institutions, sports and recreation centers, etc.) to solve the problems that have arisen) to establish contact with.;
- Development of inclusive education by expanding contacts between disabled and disabled students with non-disabled students through joint physical education and sports events (adoption of special test complex standards);
- Assessment - reflexive stage, in which help is provided in objective assessment of one's physical capabilities and directions of physical self-development.

Summary. It was found that the process of physical education organized on the basis of the author's model at the base of Namangan State University gives positive results. It consists of active social adaptation of students with disabilities and disabilities, which is manifested in the gradual reduction of tension in relations within the group. Attitudes of teachers and students towards students with disabilities and disabilities as “others” as opposed to “normal” university students are becoming more positive.

In the process of preparing for work on the implementation of the requirements of the “Alpomish and Barchinoy” special test complex, students with disabilities and disabilities experience an active process of “normalizing” social relations in society and developing socially important qualities and increasing their personal status in the group, which is a social manifested in a decrease in the level of relations.

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