

ADAPTIVE PHYSICAL REHABILITATION OF STUDENTS WITH HEARING DEFECT AS A SOCIAL PEDAGOGICAL PROBLEM

Rajapov Shavkat Zaripbayevich

Tashkent State Pedagogical University named after Nizami

Independent researcher Tashkent, Uzbekistan

Abstract:

In this article, the physical rehabilitation of students of specialized special schools is covered as a socio-pedagogical problem. Tasks of adaptive physical rehabilitation of students with hearing impairment are analyzed.

Key words: adaptive physical rehabilitation, hearing impaired students, physical qualities, technologies, physical rehabilitation, basic movements, walking, running, jumping, throwing a ball, hanging.

Physical education is considered a type of general education and is a pedagogic process aimed at the physical development of a person. Physical education serves as the main tool in raising students to be healthier.

The purpose of teaching physical education in specialized educational institutions is to educate students with hearing impairments to be physically strong, dexterous, and healthy, to maintain and strengthen their health, to make them physically mature and mature, and to have full human health. is to be able to apply their knowledge in life, such as proper nutrition, personal hygiene, and to follow safety rules in training

Tasks of teaching physical education in specialized educational institutions - three tasks are mainly solved in physical education classes. Including educational, educational, correctional

It is understood to teach students the basic concepts of educational-physical education and sports, their essence, and exercises in the process of physical education included in the program. In the implementation of the educational task, students have theoretical knowledge about physical education and sports, i.e. sports, sports equipment and their use, as well as independently performing physical loads that are appropriate for their age and physiological characteristics, while observing safety rules. gives information such as being able to define.

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It is formed by the necessary provision of educational and physical education and sports activities, development of physical qualities and mental and aesthetic education.

Correctional - strengthening of students' bodies and health is focused on all-round physical education.

to be able to use health exercises in everyday life;

development of physical qualities by correctly performing physical exercises in a sequence;

teaching safe ways of using sports equipment and supplies;

following a healthy lifestyle and promoting it among the general public;

providing adequate physical training and sports activities;

development of physical qualities;

Depending on the age characteristics of the students, the following tasks are performed:

a) training the organism;

b) development of physical abilities.

"Basics of Health", "Basics of a Healthy Generation" and "Basics of Life Safety" educational courses should be included in physical education.

Teaching physical education and fitness in elementary grades is to strengthen health, develop physical qualities (strength, speed, agility, endurance, flexibility and coordination), rational and complex life-practical in game situations, as well as active types of sports. directed to mastering

Primary; The way the teacher organizes and conducts the lesson in grades 1-4 largely depends on the age characteristics of the students. In the training, the priority of motor movements is given to the holistic method, focusing on the development and mastery of motor activity, correctly naming the exercises during training with students, showing them clearly and correcting mistakes in time. it is necessary to growl. The need for movement is one of the main physiological characteristics of a child, and its normal formation is closely related to the development of physical abilities of students.

Important tasks in the physical education of 1-4 graders:

health improvement, height improvement, prevention of development of flat feet, X and O diseases;

support for proper physical development;

increasing resistance to adverse environmental conditions;

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differentiation of spatial, temporal and force parameters, movement speed, balance, rhythm, speed and accuracy of response to signals, coordination of movements;

formation of basic knowledge about personal hygiene, adherence to daily routine, proper nutrition, morning physical education, daily life and the effect of physical exercises on health, development of fine motor skills;

teaching to observe safety rules when using tools and equipment;

formation of exercise skills through walking, running, jumping, throwing, bending, crawling and other physical elements;

independent physical exercises during training, playing active games in the open air, introducing types of active games;

to form students' aspirations for sports in their free time and to determine their inclination to certain types;

discipline, friendly attitude to friends, honesty, impressiveness, courage during the training;

stimulating the development of mental processes (memory, thinking, etc.)

At the same time, it is necessary to observe the ratio of general and special physical training, which ensures the full solution of the problems of physical education and the fulfillment of all educational requirements.

Depending on the school's capabilities, the teacher, when planning sports games for students in grades 1-4, determines the sequence of acquiring knowledge, skills and time spent on learning individual technical movements by the physical education teacher. Gender, age, technical training and other factors of students are taken into account.

The teaching of this subject in the upper classes helps in normal physical development, strengthening the skills of keeping the body correctly during movement and in static situations, gymnastics, athletics, sports games (basketball, volleyball, handball (pi, football and others) teaching the technical and tactical basics of exercises will strengthen skills and competencies.

In physical education classes, the teacher is directly responsible for the safety and health of students, and when involving them in the training sessions of the lesson, he performs the following actions;

teaching to be disciplined in physical education classes, to follow the order of exercises and technical safety rules;

Before starting the lesson, the physical education teacher should choose the place of training, carefully inspect it, make sure that the sports equipment is suitable,

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and pay attention to the fact that the place of training is at the required level. , according to the requirements, should monitor the compliance of sanitary and hygienic conditions, ensure that students strictly follow safety rules when performing physical exercises.

Disinfection of the gym with hygienic means against fungal diseases after each training session;

checking fitness of gymnastic equipment (turnbuckle, crossbar, climbing rope) one by one before exercise; gymnastic equipment - do not allow to use it without making sure that it is firmly installed and carefully adjusted;

Before performing acrobatic exercises, it is important to pay attention to the cleanliness, leveling, and laying of the mats on the ground (floor), because there is a gap between them, and the jumper and the performer of various exercises can fall into the open space.

1. The clothes worn by students for training (T-shirts, shorts, sports clothes) should always be clean and comfortable, shoes should be clean, comfortable and compact, with rubber soles and heels. Development of methodical recommendations on the didactics, conditions, and psychological characteristics of deaf and hard of hearing children in the organization of physical rehabilitation of children with hearing impairment, in particular, the content, form and tools are an important resource. Preparing this category of children for auditory and speech activities based on best practices and harmonizing them with healthy people through the formation of communication skills, although various aspects of teaching, educating and preparing deaf and hard-of-hearing children for social life have been researched. However, it requires new research.

2. The issue of physical rehabilitation of children with hearing impairments has not been studied separately in foreign and national special pedagogic researches, so the improvement of methodological support optimized with the content of physical development of children with hearing impairments is one of the urgent problems facing deaf pedagogy.

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