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TECHNOLOGIES FOR THE DEVELOPMENT OF PHYSICAL QUALITIES OF STUDENTS WITH HEARING DEFECTS IN THE PROCESS OF ADAPTIVE PHYSICAL EDUCATION

Rajapov Shavkat Zaripbayevich

Tashkent State Pedagogical University named after Nizami

Independent researcher Tashkent, Uzbekistan

Abstract:

This article covers the general description of the content and tasks of physical education of a special school. In the process of adaptive physical education, technologies for developing physical qualities of students with hearing impairment are analyzed.

Key words: deaf pedagogue, adaptive physical education, students with hearing impairment, physical qualities, technologies, physical rehabilitation, basic movements, walking, running, jumping, throwing a ball, hanging.

Innovative mechanisms for the development of physical rehabilitation and mobile adaptation of disabled children and adults are being widely implemented in the world. On the basis of the international program "Education for all" adopted by UNESCO, to organize education suitable for children with developmental problems, to prepare them for active participation in social, economic, cultural relations, to develop motivation for social activity in children with hearing impairment. , systematic work is being done to achieve an inclusive society by increasing the pride and dignity of children with disabilities.

The United States, France, Germany, Korea, Ukraine, Austria on the progressive trends of inclusive education based on the principles of education for all and lifelong learning in the world, as well as on the improvement of variable technologies of physical education of children with hearing impairments , scientific research works are being carried out in Russia, Belarus, Kazakhstan. Special attention is paid to scientific research aimed at expanding the possibilities of effective acquisition of physical development of children with hearing impairment with the help of technologies for early detection of disability and compensation.

The purpose of the physical education of the special school is to improve the health of children with hearing impairment, proper physical development and

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formation of movement skills. A properly organized and systematically implemented physical education process creates favorable conditions for the harmonious development of children. Deaf and hearing-impaired children have somatic weakness compared to their peers, lagging behind in physical development, posture and movement defects. Special tasks aimed at eliminating movement defects and lagging behind in physical development of children with hearing impairment determine the specific characteristics of physical education of these children. Physical education classes are the main means of teaching hearing impaired children to move correctly.

With the help of basic movements (walking, running, jumping, throwing a ball, hanging), children develop vital movements. Acquiring movement skills has a positive effect on the child's physical and mental development, correction of defects, and the educational process. But observations show that the lack of special educational and methodological guidelines for the physical education of children with hearing impairment, the choice of methodical methods for physical education, and the correct organization of correctional work create difficulties for hearing impaired children. The following exercises are recommended for the formation of proper walking skills in children: walking in a group with a teacher, walking holding a rope, walking along a wing in a circle, walking in a group towards the wall on the opposite side, feet changing hand positions at the tip.

In the first and second years of education, the number of performing these actions is different[1]. Also, running, which is considered a type of natural action, is included in each lesson. The running of deaf and hard of hearing children, like their walking, has its own specific features (incorrect foot placement, swaying to the sides, impaired coordination, indecisiveness, inability to run in a straight line). .

It is known that hearing impaired children's movements in running are higher than in walking, because coordination of hand and leg movements appears earlier in running. Also, special attention is paid to the development of free movement and endurance during running exercises. The following types of running are used in the lessons: running in a "herd" from the teacher's lane, running from the teacher's lane and towards the opposite wall of the independent hall, running along the wing from the naturalist's lane and in an independent circle, consecutive running in a circle, objects running with, crossing the wing towards the object (one, two, three) from the ball line, towards the flag, from the Teacher's line changing the direction[2].

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In the first and second years of education, children are given approximately the same amount of running. Walking and running, of course, are accompanied by loud, rhythmic sounds (drum, pionina, accordion). Jumping exercises, which strengthen leg and back muscles, are also widely used in classes. Examinations of movement activities of deaf and hard-of-hearing children have shown that a child who has not received prior education has difficulties in performing this movement. Most children are unable to perform several jumping exercises in a row while standing still. They lose their balance, their attention becomes strained. During the process of systematic repetition of movements, children master the movement of jumping. In addition to standing jumps, other jumping techniques are included in the lessons (standing jumps with twists, forward jumps, flat jumps, bench jumps, jump ropes on the ground, jump ropes on the ground, jumps on the ground Jumping over a wing). Depending on the level of physical fitness of children, jumping exercises become more difficult and complicated [3]. For example, it is possible to recommend jumping on tiptoe exercises to children of the second year of education already in the first lessons, but to children of the first year of education, this exercise is offered a little later. Since deaf children are prone to flat feet, it is not recommended to give them high jump exercises. Because children have not mastered the skills of landing on the ground, they do it rudely, keeping their legs straight, that is, without bending them. In the first lessons, it is necessary to teach children to perform jumping, jumping, hacking exercises in place with the help of example, gently, with slightly bent knees. These will help protect the weakened muscles from excessive fat eating.

Playing is an easy and at the same time useful type of movement for the child, because this movement develops the muscles and joints, forms grips for grasping objects with the help of fingers and palms. Crawling, scrambling, and crawling exercises are loved by children and are quickly mastered. However, in children with hearing impairments, when climbing on the gymnastic wall, there are cases of impaired movement activity, laziness, lack of confidence, and fear of heights[4]. The lessons also include crawling on all fours in a limited area (along a bench, on a flat board) that is easy for children of this age. In addition, there are exercises that develop mobility, teach aiming in the environment, develop dexterity (crawling under the rope, bridge-rope, passing between the rails of the pyramid, etc.). Scrambling exercises are done with legs and arms. It is forbidden for children to scramble with only their hands, because the apparatus of shoulder

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muscles of children of this age is not developed enough, and breathing is difficult in this type of movement. The scramble movement performed on the gymnastic wall is done voluntarily by children by placing their feet or stepping [5].

It is important that children do not miss the stair rails when going up or down the wall. Since it is more difficult to go down the stairs, it is important to have an adult stand next to the child for safety. In order to form the skills of overcoming various obstacles in children, it is recommended to use exercises for crossing on gymnastic benches, zina pyramid rails and other objects. In order for children not to wait for their turn for a long time, it is advisable for two children to perform crawling and crawling movements at the same time. General development exercises are widely used in the practice of lessons [5]. In addition to having a comprehensive effect on the child's organism, these exercises also selectively affect the muscles of the shoulders, abdomen, back, and legs. According to the nature of execution, they can be divided into subject (flag) and non-subject exercises.

Actions performed on the part of the teacher are particularly noteworthy. Deaf and hard-of-hearing children repeat the actions shown by the teacher with difficulty, move from one activity to another with difficulty, their attention is quickly distracted, and they get tired. Some children refuse to perform movement activities. It can be seen that in this case, the functional readiness of the organism to perform a simple return movement is manifested. That's why a lot of space is allocated to the exercises performed by the teacher. They are performed freely while sitting in a circle and standing. Like exercises without objects, flag exercises also help to develop coordination, accuracy of movements, speed of reaction, development of aiming with the eyes, and concentration of attention. These actions are performed by returning from the Teacher queue. Among the exercises performed with objects, a special place is given to exercises performed with the help of a ball. It is known that children love to play with a ball. Being able to complete the task leads to increased interest in the lesson, to engage in self-interest. Among the various lessons performed with a ball, it is easy and convenient to throw a ball while standing still for deaf children, and even for young children in general. This exercise is useful and interesting for children.

After the teacher shows, the ball is thrown with one hand. In order to maintain a high level of motor activity, it is advisable to perform the exercise in threes. It is premature to give deaf children special tasks that develop breathing. However, it is necessary to control that the children are not disturbed and breathe properly

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during the exercises. Asthma development is carried out appropriately with the help of specified running and other speed exercises.

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