

MINISTRY OF HIGHER AND SECONDARY SPECIAL EDUCATION OF THE
REPUBLIC OF UZBEKISTAN

DEPARTMENT OF NATURAL SCIENCES, FACULTY OF PHYSICAL SCIENCES
AND PHYSICAL CULTURE, UZBEK-FINNISH PEDAGOGICAL INSTITUTE

“AGREED UPON”

Head of the educational
and methodological
department
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Registered:
№ BM _____
“ ” _____ 2022-year

“APPROVE”

Prof. A. Kh. Begmatov, vice-rector for
educational affairs


_____ 2022-year

Field of knowledge: 100000 - Education
Field of Education: 110000 - Education
Direction of Education: 70112201- Master's degree in theory and
methodology of physical education and
sports training

**“Adaptation and modeling in physical education and sports”
(II-course)**

**Educational and methodical complex
(Based on the credit module system)**

Developer:

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*This complex was considered and approved at the meeting
of the educational-methodical Council of the Faculty of Exact-natural
sciences and Physical Culture No. 1 of August 28, 2022.*

Dean of the Faculty:


_____ 2022

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INTRODUCTION

Nowadays, one of the most important issues facing education is the teaching of physical culture and sports using educational literature and advanced pedagogical technologies that meet world standards. This master's course: 70112201 - Theory and methodology of physical training and sports training is intended for the master's specialty course, it teaches students about the theory of adaptive physical training and the basics of its organization, professional activity comprehensive understanding, methodical approaches, ensuring mastery of the general laws of this type of social practice, covers the issues of use within its scope of knowledge.

Forming students' desire for independence and creativity in the educational process, introducing them to scientific research, ensuring the development of their experiences in creative activities;

To create conditions for students to learn the experience of emotionally valuable attitude to professional activity in the future, to provide them with comprehensive health care for the disabled in the future, to ensure their social integration in health and to improve the quality of life.

goal of teaching science is to provide future personnel with comprehensive and deep professional knowledge on the theory and methodology of physical culture. It envisages equipping with professional knowledge, skills and competences in physical culture, which are of professional and practical importance in future work activities, as well as the ability to use new pedagogical technologies.

task of the subject is to train future physical culture teachers in educational institutions, preschools, comprehensive schools, academic lyceums, and vocational colleges in adaptive physical culture exercises, general and special exercises. use and help to learn the formation of knowledge such as organizing and holding sports competitions, sports holidays and organizing extracurricular clubs.

Learning object. This science program master's course: 70112201 - Theory and methodology of physical education and sports training is intended for the master's specialty course, the object of which is to teach students the theory of adaptive physical education and the basics, methods and lessons of its organization is a process.

**3.1. MAIN THEORETICAL PART
TEXT OF FASTING**

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**SUBJECT 1. BASIC CONCEPTS AND TERMS OF ADAPTIVE
PHYSICAL EDUCATION , "DISABLED", "DISABLED STUDENT",
"DISABLED", "REHABILITATION", "SOCIAL CONCEPTS OF
INTEGRATION", "LIFESTYLE".**

Plan:

1. State support for persons with disabilities system
2. State support for persons with disabilities system
3. Socio-cultural concepts

In recent years, consistent measures have been taken in the republic to popularize physical education and sports, to promote a healthy lifestyle among the population, to create the necessary conditions for the physical rehabilitation of people with disabilities, and to ensure the country proper participation in international sports arenas. . At the same time, the population in the field of physical education and sports implementation of specific programs that help to strengthen health, wide involvement of young people in sports and selection of talented athletes from among them, formation of national teams with skilled athletes who provide high results in sports, and support for trainers there is a need to create additional conditions;

Adaptive physical culture is an actively developing field of social life, its elements penetrate into various spheres of social life and are classified as adaptive physical education, adaptive physical recreation, adaptive sports, physical rehabilitation, creative (artistic music) and extreme types of people's physical activity. works. He has deviations in his health condition. With the involvement of the community, adaptive physical education specialists to health person-oriented humanitarianism towards people who cause harm implement the concept and thereby own the elements of social modernization including new psychological relations, in relation to this category of the population suggest to revise the existing stereotypes. Active in adaptive physical culture in educational, legal, scientific, information space development is explained not only by a paradigm shift in the development of society, according to which it has all its own characteristics and features, including, he is a person with health defects, who forms the center of theoretical understanding of social thought. Humanization, democratization, events occurring in the process of liberalization, as well as a number of others events (Pulyaev VT, 1993, 1995). First of all, it should be noted that the Paralympics and Achievements in the Olympic Summer and Winter Games help people achieve their goals, overcoming one's own weaknesses, overcoming objective difficulties and society A great contribution to changing the attitude of the population of Uzbekistan to this category added Adaptive Physical Education and Sports An important factor in the active development of adaptive physical education and sports in our country was a strong achievement in the formation of the educational structure in this field. In fact, in more than many years from a small special course to full-time teaching with bachelor's and master's programs.

At the same time, Adaptive physical education is currently not only in the higher education system, but also in the professional education system, as well as

highly qualified scientific and pedagogical personnel. It is also manifested in the training system. Adaptive physical culture" Normative-legal base has been actively formed in our country. No. PF-5270 of the President of the Republic of Uzbekistan dated December 1, 2017 **"State support for persons with disabilities "** On **measures to radically improve the system"** plays an important role in formation and development.

- based on the axiological concept that reflects the attitude of society to people with health problems, including those with disabilities, which forms the basis of cultural competence, interest and cognitive activity formation of professional outlook among students;

- To provide students with the theory of adaptive physical education and the basics of its organization, a holistic understanding of professional activity, methodical approaches, the general laws of this type of social practice, and the formation of general professional competences for bachelors of adaptive physical education in the future not allowed; - Formation of students' desire for independence and creativity in the educational process, them to familiarize with scientific researches, to develop one's experiences in creative activities provide;

- To give students an emotionally valuable attitude to professional activities in the future to create conditions for learning experience, to help those with limited opportunities in the future health care, ensuring their social integration to health and improve the quality of life. Adaptive physical culture includes three independent areas of knowledge - physical culture, theory of physical culture combining medicine and corrective pedagogy and methodology, psychology, pedagogy, human anatomy, human physiology, students who mastered biochemistry, biomechanics, general pathology and other subjects covers special pathology, special pedagogy and special psychology. That's why for, before studying the theory and organization of adaptive physical education, it is necessary to master the subjects listed above. At the same time, Adaptive physical education theory and organization itself personal methods of adapted physical education, technologies of physical culture and sports activities in the conditions of adaptive physical education, various educational profiles sciences, as well as the acquisition of professional skills and practical skills, acts as a basic knowledge system for such subjects as practices. professional experience (incl teaching practice).

Adaptive physical education, which regulates the development of the main curriculum regulate the teaching of subjects in the time interval determined by the sports curriculum taking into account the difficulties in comparison, teachers focus on interobjects to make connections and study material deductively and it is necessary to focus on the inevitability of using inductive methods. The general description of adaptive physical education includes two parts: - basic concepts, functions, types, means of adaptive physical education, methods and principles; - health care, education and training of people with physical disabilities development of physical abilities.

The characteristics of the main types of adaptive physical education are as follows.

- adaptive physical education;
- Adaptive sports;
- adjusted movement rest;
- creative (artistic musical) and extreme movement activities.

1. Adaptive physical education is a novelty for our Republic, physical education and sports, education, health care, social protection of the population, science, culture actively developing field of social practice presented in the fields. That's why for, strictly speaking, comprehensive rehabilitation of people with disabilities, direct participation in the processes of socialization, improvement of the quality of life, Adaptive physical education is the physical education of society and this category aimed at changing the attitude towards our compatriots. In the first case, physical culture, human knowledge and real issues of physical characteristics to significantly increase the rating on the important scale of life, secondly, the concept of "disability" is the health problem of the society Axiological attitude towards people with special needs, including people with disabilities should be converted into a concept.

2. Adaptive physical education includes at least three areas of knowledge - physical education, medicine, corrective pedagogy and a large number of biomedical and social-psychological education. and based on scientific disciplines. At the same time, its content is not only in these areas and not only to summarize the information about the sciences, but also to analyze these fields and as a result of mutual enrichment and mutual development of knowledge in subjects forms new knowledge and allows to solve specific goals with theoretical-methodological and empirical foundations. And adaptive physical education tasks and its main types.

3. Adaptive physical education has been successful in our country for a long time used therapeutic physical education and limited physical ability a more comprehensive activity compared to the physical education of children is a type. It is open to the emergence of new types of adaptive physical education and now, in addition to the types mentioned above, adapted sports types, adapted mobile recreation, students and general educational organizations and special medical groups of secondary special and vocational education organizations adapted physical education for students, artistic (musical) of a person body oriented and extreme types.

4. Adaptive physical culture meets the biological and social needs of each person It is possible to meet the needs of people with health problems (including those with disabilities). Not only the state, public institutions and organizations provide the young generation to work preparing and protecting their homeland. . At the same time, Adaptive Physical culture, competition in spiritual, intellectual and physical culture, competition and the essential social and of humanity that affirms the universal nature of competition based on the ethnological principle. The most important and necessary thing in a person is with another person The comparison is presented in the form of a comparison and forms the essence of adaptive sports Almost all types of adaptive physical culture are covered with a red thread. Competition is full of compulsive evaluation and selfishness It is very important to

pass within the scope of empathy. This is adaptive physical education and, in particular, determines the enormous socialization and educational potential of adaptive sports. as the highest value, regardless of his health, his acceptance as an equal member of society with equal rights , it is also the responsibility of the state to create special conditions for his upbringing, development, creative self-realization - to form relations with him is the basis for The process of engaging in adaptive physical education.

6. Taking into account all the work of a physical education teacher and based on the ultimate goals of a person's personality, his recovery from the point of view of the whole system of his life relations - his life taking into account the axiological concept, as well as the mandatory implementation of the rules should be carried out. And now, to derive from this real situation - the participants' financial capabilities, age and gender, health, national ethnic identity, mentality, climatology and a number of other factors.

Value (axiological) concept of their life when working with children formation is very important, including a healthy lifestyle and self manifestation, the maximum of self-expression in any human activity level should be paid attention to. It gives you the resources of a free, spiritual and moral person in all aspects of life, including adaptive physical education and adaptive sports. allows you to engage, educate yourself, and spend on creativity.

7. A person with health defects, including a person with disabilities, as a person who combines biological and spiritual, psychosomatic and socio-cultural principles in adaptive physical culture, as a fundamentally indivisible and integrated unit is considered. Separately determined by the research methods of certain disciplines dichotomous approach to studying its essence when it is divided into substances totally unacceptable. In adaptive physical culture, social As in the field of practice, the focus is not only on the physical of those involved health, -formation of physical preparation for life, but also theirs to all-round development and improvement (physical, intellectual, moral, emotional, voluntary, aesthetic, etc.) during the exercise.

8. The leading approach that determines the strategy of adaptive physical education work is the approach called "the nature of meeting", according to which the coach, teacher, the main attention of the teacher is these qualities of students and it is necessary to focus on the development of abilities. In this way, they are of average standards have a genetic predisposition rather than getting lagging behind-weak links. This approach corresponds to the principles used in remedial pedagogy - focusing on the child's potential, not on the defect, and in Paralympics - the main focus is not on what a person with a disability has, but on it. However, the "acquaintance with nature" approach, corrective pedagogy and paralympism principles are similar in many respects, and in practical training, the coach, choosing a teacher, a teacher, certain tools, methods, technologies specifies.

Effective development and implementation of adaptive physical education programs in a certain subject of the Republic of Uzbekistan is possible only if the

socio-economic conditions of the region are taken into account. The only acceptable approach that ensures compliance with "equal opportunities" for people with disabilities and those with disabilities and should be implemented in each region is to allocate the available financial resources for the development of physical education and sports to the ratio between two categories of citizens of the region - healthy people. is to separate, on the one hand health persons with deviations in the state of preservation, on the other hand, have limited opportunities for people. The above is the development of adaptive physical education in our country allows clarifying and expanding the installation rules of the concept. Summary of adaptive physical education - disabled people and in the field of health the most important of the state for the implementation of social policy in relation to the disabled development prospects of the institute, as well as scientific research in this field determines prospective directions. In each chapter, there are control questions and self-checking of acquired knowledge ends with assignments. Wear them without studying them carefully it does not make sense to start studying materials, especially within one section when working independently, in addition to textbooks, the literature contained in it, as well as Acquaintance with the materials published in the "Adaptive physical culture" periodical need Teachers who conduct training in this field of science

-Physical culture for the disabled (adapted physical culture)" of the Ministry of Higher and Secondary Special Education in the direction of training general cultural, general professional and professional given by the state educational standard they should learn competences, basic education in adaptive physical education program, as well as generalized labor functions of professions, and labor recommends that they follow the social standards of their activities.

Basic concepts and terms of adaptive physical education

Concepts of "culture", "physical education", "adaptive physical education".

These concepts are very complex, multifaceted and have many different definitions and interpretations. Thus, LP Matveev generally interprets the concept of "culture". He emphasizes that it is opposite to the concept of "nature". To natural laws according to it, it is independent of a person and does not arise as a result of his activity all things (everything inanimate and unaltered by man in the world) belongs to nature. The cultural phenomenon includes human (society) the results and methods of changing activities, i.e. nature and human needs activities aimed at satisfaction are included.

Culture is closely related to activities and needs. **Activity** is mastering the world, meeting the needs of people and society to change it, different types and methods of the change process. With that At the same time, a person who has mastered the world around him every time with meaning fills it, as if recreating it every time, a new, value-schematic dimension to it gives and thereby creates himself, finds himself in this humane world (Bykhovskaya IM, 1993) A **need** is a need for something, a vital or internal need, the most important resources and conditions for the development of an individual and society, the reasons for

people's social activity. Generally there are two classes of needs - natural and social. First, the need for food, water, air, movement, reproduction and protection for generations. They are both animals and humans. Social needs of the individual and society can be divided according to needs. One of the most important needs of society is the need to create a healthy, lively and active nation, to educate comprehensive and competent people and to create objective conditions for the free and unlimited development of their powers, abilities and talents (VM Vyudrin). Among the needs of the individual, for example, from the point of view of humanistic psychology (AX Maslov) security and protection, identity and love, self attention to esteem, self-expression, or personal improvement needs should be focused.

In the process of cultural development, to improve the person himself, his nature special activities aimed at change (forms, methods) are its most became important components. Physical culture belongs to such parts of culture.

Of all the cultural values, the most important of all other values is human as a creator; only the person who mastered nature was not valuable before becomes things. Historically, physical culture is primarily younger and older generations practical of the society in full physical training for labor and military work developed under the influence of needs - these are the most important conditions of human life. The most complete definition of physical culture is given in the works of LP Matveev:

"Physical culture is an organic part of society and human culture (network); the basis of its unique structure is the motor activity of a person its use as a factor of physical preparation for life practice optimizing physical condition and development. These include: appropriately developed forms of activity, its results are cultural important and in a broad sense of the young and adult generations of the society special tools, methods and achievements in creating conditions. In the conditions of a truly humane society physical culture is effective for the harmonious development of a person in all aspects one of the means to advance each person on the path of physical development effective social factor.

After analyzing the physical problems **in the socio-cultural** dimension, IMBukhovskaya gives the following definition of physical (physical) culture: - Physical culture is the regulation of a person's activities related to the formation of moral values (its direction, methods, results). is a cultural field. Preservation and use of physical and movement characteristics of a person based on ideas about the norms and ideals of their functionality, communication, expressiveness and beauty.

-Physical characteristics are of primary importance for physical culture physical activity (use of physical exercises) with consent It is the main tool and method of "developing" a person's physical development even if, especially in the conditions of Adaptive physical culture, more specific attention should be in the center. To the person involved in physical exercise, intellectual, emotionally strong, aesthetic and other characteristics and qualities side effect. In this regard, the following definition of physical culture is offered.

Physical culture is a type of human and social culture. This activity and its socially and individually important results optimize a person's all-round readiness for life, his condition and development; it is a unique process and the result of human activity, as well as improving and harmonizing all aspects and characteristics of a person (physical, intellectual, emotional, voluntary, aesthetic, moral, etc.) using physical exercises, natural environmental and hygienic factors tools and methods. Unlike physical culture, the object of knowledge and change, the subject of self-improvement of adaptive physical culture is not healthy, sick people, including those with disabilities. All this requires a significant and sometimes radical change (adaptation, correction or other adaptation) of the tasks, principles, tools, and methods of the main discipline in relation to the category of students that is unusual for physical education .

As a topic of social integration in the field of disabled people and health care disabled people are manifested in three directions at the social level (Kantor VZ, 2000). The first of them describes the individual level (for example, at the university disabled student). The second is the level of a small social group (for example, different levels a team of athletes with disabilities participating in competitions). The third is the disabled at the level of a large social group (group community). Interaction with various social institutions, government and legislative structures People with disabilities are united in relevant state organizations (All Uzbekistan Society of the Blind, All Uzbekistan Deaf Society, All Uzbekistan Society of People with Disabilities, etc.).

Rehabilitation system In specialized literature, social, medical, labor, professional, cultural, household, family, aesthetic, technical, initial, complete, comprehensive and other types There are mentions of rehabilitation. Figure 2 in the figure shows the classification of rehabilitation types proposed by VZ Kantor (2000), in which it is envisaged to distinguish three classification features.

To develop a systematic idea of rehabilitation of disabled people the initial theoretical basis is that it is unique to the state social policy is considered as a direction, it is ultimately the society in general and in particular aimed at confirming or improving the way of life of individual social groups.

Classification of types of rehabilitation (according to VZ Kantor) This theoretical basis corresponds to the concept of the purpose of rehabilitation in connection with the category of lifestyle. In addition, this center is the basis for the opinion that any rehabilitation is of social importance.

Rehabilitation (recovery) species center

Rehabilitation of people with disabilities in the field of social policy considering it as a unique activity shows its multidimensional structure.

First, rehabilitation is manifested in its morphological (species) : rehabilitation of people with disabilities due to the fact that social policy covers all the main areas of human life, i.e. work, life, and culture. should cover at least three areas of their lives. From this Three objective directions of rehabilitation of the disabled are determined: social labor, social-household and socio-cultural. The

ability to ensure progress in all these areas is limited by the complex (general) should be understood as rehabilitation. In turn, the profession of the disabled rehabilitation is a special case of social and labor rehabilitation; aesthetic-social-cultural, and family - social-household, etc.

Secondly, rehabilitation should be considered as a dynamic (step-by-step) phenomenon that can be divided into initial, elementary and complete rehabilitation.

Thirdly, to the used technologies, used rehabilitation tools and depending on the nature of the methods, they can be classified as medical, technical (engineering), psychological and it is possible to study pedagogy.

Control questions:

1. Expand the concepts of "culture", "physical education", "adaptive physical education".
2. What are the similarities and differences between the concepts of "disabled", "disabled student", "disabled health"
?
3. What is the meaning of the terms "rehabilitation", "social integration", "lifestyle"?

SUBJECT 2. SUBJECT, PURPOSE, PRIORITIES OF ADAPTIVE PHYSICAL EDUCATION, HEALTH REHABILITATION OF PEOPLE WITH DISABILITIES AND ROLE AND PLACE IN SOCIAL INTEGRATION

Plan:

1. The concept of somatization
2. The goal of adaptive physical education
3. Task of adaptive physical education

According to IMBikhovskaya, Yu.N. Nikolaev, adaptive physical culture the field of value-oriented resolution of contradictions that arise in them is based on harmonizing natural and social variability in humans.

1. The interaction of natural and social, natural and man-made things is the basis of any human activity, and the acting person is always the first "famous person", then "reasonable person", "social person" and so on. Therefore, physical culture is the main layer of culture, which exists in any sphere of cultural, labor and everyday activity (always conscious and should not be in an understandable form).

2. Physical culture is a characteristic of different levels of a person. It is an integral part of culture due to its necessary interaction and interdependence. This to adapt the natural principle to the socio-cultural and natural foundations of human life, shows its uniqueness as an adaptation mechanism.

3. Physical culture is not only "work with the body", "people's life creating physical fitness", the field of "means and method of physical improvement", although it is the physical and physical qualities of a person that are the main ones in this field arouse interest. Like any cultural field, physical culture, first of all, with the soul of a person, not with his external world: true to the body formed value-based attitude, real cultural activity, to the body directed.

4. Physical culture is a means of satisfying various human needs, i.e. serves as a factor of his physical, mental and spiritual development. Disrupting the balance and harmony between natural and social in a person somatization (**Somatization** ("Soma" Latin - body) - this is the unconscious of a person psychological problems (depression, fear, anxiety, depression, etc.) is turning into body diseases.

In most cases, somatization manifests itself when a person with more attention talks about his health, health. Also, people who are forever talking about healthy lifestyles, illnesses, etc., tend to "get diseased" by arguing about such topics. They may be ready, but at the same time they have any idea, your address. For example, you feel that you can't find your life, despair you do. The result is a depressed state with pain in the chest, with dizziness is expressed. This is a vivid example of the body's response to psychological problems, he, in turn, refers to research in the field of somatization. It should be noted that this, to a certain extent, is the same in the physical body, in diseases is personalization. This phenomenon is not the same as the psyche of every person. Stressful in situations, conflicts with society, the brain turns psychological stress into the body takes. Thus, in men, the stomach often suffers, and in women, the heart complains about diseases. Finally, it is necessary to remember that every person is responsible for his life, health and it is important to

monitor his mood, his condition. After all, the soul and the body are one is inextricably linked.

Somatization is one of the psychological protection mechanisms of a person. The concept of somatization was proposed by the psychoanalyst Wilhelm Stekel (in 1943) or the natural principle within it leads to sociologization through suppression, humiliation - both of these is to destroy the culture that goes beyond its "coordinate system".

5. Inadequate physical culture, low physical activity of a person and lack of activities affect all aspects of a person's genetic development and life program. negatively affects the location of its components: physical characteristics of a person, intellectual, emotional and, in general, spiritual and mental characteristics. This is especially mandatory if there is a child in a state of hypodynamia (in this case, parents, doctors, teachers, due to low physical fitness of teachers and others), they are actions not only activates the activity of all its organs and systems, but learns. the surrounding world, their feelings, perceptions, ideas, directions, etc. in the formation of space-time scales and so on. In a series of studies, objective actions as a unit of analysis of the human psyche it is no coincidence that it is considered (VP Zinchenko, ND Gordeeva, SV Dmitriev, etc.). It should be remembered that children are excluded from physical training throwing, for example, the effort of their own inclinations and abilities in order to focus on the development of young talents not only for permanent illnesses, leads to physical and mental stress and disorders, ultimately. premature aging and shortening the lifespan determined by the genetic program, at the same time it is wonderful not to fully reveal abilities, because children are complete and versatile they lose their lives.

This theoretical excursion is for people with health problems including the role and place of adaptive physical culture in the life of disabled people to demonstrate, to determine its topic, purpose and priority of tasks done Adaptive physical education for people with disabilities and health conditions of the system of rehabilitation of persons with disabilities, all its types and forms is an integral part. It is clearly present in all spheres of human life and therefore the basis of social, labor, social, domestic and socio-cultural revival, forms the foundation; of medical, technical, psychological, pedagogical rehabilitation works as an important tool and method. This is because, for example, any acquired disability is a new person problems to adapt to the ability, which is almost always new vital and professional knowledge, perception, movement skills related to the need for development. and special physical and mental qualities and improving skills. And this is one of the means and methods of adaptive physical education it is inconceivable without use. In a series of studies, objective actions as a unit of analysis of the human psyche it is no coincidence that it is considered (VP Zinchenko, ND Gordeeva, SV Dmitriev, etc.).

It should be remembered that children are excluded from physical training throwing, for example, the effort of their own inclinations and abilities in order to focus on the development of young talents not only for permanent illnesses, leads to physical and mental stress and disorders, ultimately. premature aging and shortening

the lifespan determined by the genetic program, at the same time it is wonderful not to fully reveal abilities, because children are complete and versatile they lose their lives. This theoretical excursion is for people with health problems, including the role and place of adaptive physical culture in the life of disabled people to demonstrate, to determine its topic, purpose and priority of tasks done Adaptive physical education for people with disabilities and health conditions of the system of rehabilitation of persons with disabilities, all its types and forms is an integral part. It is clearly present in all spheres of human life and therefore the basis of social, labor, social, domestic and socio-cultural revival, forms the foundation; most of medical, technical, psychological, pedagogical rehabilitation works as an important tool and method. Adapted physical education for many people with disabilities is a closed space The only way to "break through", enter society, make new friends, communicate, have full feelings, learn about the world, etc. Here it is first time is common. During their life they enjoy the joy of movement they learn to tolerate defeat and dignity, themselves they understand the happiness of winning and the philosophy of "fair play" with every cell of their body they feel... The above-mentioned are the main goals of adaptive physical education allows to form the attitude (leitmotif (the last motivation).

The purpose of adaptive physical culture: a type of physical culture as released by nature and has the properties of its physical means to ensure the optimal operating mode of the existing (remaining in the life process). of a person with permanent deviations in the state of health and (or) disability is to develop its vitality as much as possible. spiritual forces, their social and in order to maximally manifest itself as an individual significant subject harmonize.

The purpose of adaptive physical education: it allows to form the main set of activities in this field for both the participants and the teacher (teacher, coach, methodist). Adaptive physical culture of human vitality, maintaining optimal psychophysical condition Maximum development with the help of tools and methods is not only healthy for everyone with limited opportunities creative that is comparable to, or even superior to, the results of humans gives an opportunity to realize their abilities and achieve excellent results. Disability, some health defects are really strong-willed and purposeful to make sure they can't stop people (Tamerlan, Franklin Roosevelt, Alexey Maresyev, Valentin Dikul, Svyatoslav Fedorov, Olga Skorokhodova) and it is enough to remember others. and spiritual. and the first step on this path (life Adaptive physical education for those with disabilities can and should be, this is a necessary skill in any human activity and the opportunity to acquire skills, to communicate between subjects will give.

The tasks to be solved in adaptive physical education are up to each person should be determined based on specific needs; of certain tasks priority is a component (type) of adaptive physical education, training materials, material and technical support of the educational process and other factors is determined. In the most generalized form, tasks in adaptive physical education are divided into two groups can be Tasks: the first group comes from the characteristics of those involved

- people with disabilities and (or) people with disabilities at the level of health care. These are corrective, compensatory and preventive tasks.

tasks of education, training and rehabilitation that are traditional for physical education. In adaptive physical culture, the object of attention is deviation in the state of health because he is a person, he is one of the great possibilities of this type of activity using, correcting the existing deficiency and, if possible, its main it is logical to correct the shortcomings. Also, before any defect if it is detected, the probability of its correction will be higher. When talking about corrective tasks, the authors are not only musculoskeletal system disorders (defects, flat feet, obesity, etc.). (defects), but also sensory systems (sight, hearing), speech, mind, emotional-voluntary also means the field, somatic functional systems. and others. For example, **oculomotor** - work aimed at strengthening muscles can lead to improved vision; of mental actions in material form formation stage (according to P. Ya. Halperin) of this process significantly increases efficiency; muscles voluntarily training in relaxation skills, removal of psychological "clamps", emotional setting status etc. Of course, correction work is important for both the main defect and the joint disease can also lead to secondary diseases caused by the defect. If correction is not possible, compensatory tasks appear (blind people formation of spatio-temporal direction, "teaching" of sensory systems, learning to walk on prostheses, etc.). And, finally, this or that defect, this or that disease is mandatory preventive requires work (solving preventive problems). For example, of a person limitation of mobility, urgent physical inactivity and hypokinesia require targeted measures to prevent diseases caused by does. Of course, all these tasks require one or another knowledge, skills (education tasks) are solved in the context of teaching ; one or another personal of those involved training characteristics (educational tasks); their physical qualities and develop skills, strengthen leg muscles, improve posture and others (health restoration tasks). The process of social integration is closely related to the socialization of the individual depends, it is defined as a two-way process: on the one hand, the person learns social experience, on the other hand actively joins culture, values and reproduces the system of social relations, people around him, life affects conditions. Thus, the individual not only adapts to the social environment, rather, it "overcomes" a certain social space.

It is important to distinguish between socialization and education .
First, socialization is understood by most experts as the process of "growing" a person into society, and it continues throughout his life.

Education is a time-limited process. Secondly, the socialization of a person is constantly changing and often it happens under the influence of the whole environment, which cannot be predicted. How however, it is impossible to plan the socializing effect of the surrounding reality and even their impact can be predicted in advance. Education is for the younger generation a conscious, systematic, methodical process of influence in a certain direction. For education The main responsibility for this process is interpersonal, which is not necessary for socialization (occurring between at least two people) of the student responsibility

towards the student. Students learn social norms and values for socialization ("absorb"), sometimes without even realizing it, a metaphor such as "soul", "air". concepts are important. Physical culture and especially Adaptive physical culture The socialized role of this social practice is deep in the basic human qualities and with its comprehensive impact, developing it physically and spiritually explained.

Adaptive physical education is very important for the health of the disabled and people with disabilities has different effects. For example, adaptive sports are conscientiously winning and teaches how to lose, help in physical and moral development and improvement gives, forms nobility and diligence, distracts from bad habits; This forces you to think in a tense, sometimes extreme environment, self-discipline teaches a person to practice, for his own interests and for the interests of the team subdues.

A person engaged in any sport must clearly regulate his behavior (statutes, competition rules, procedure, etc.) will be affected, sport takes an active part in the life of his community and thus is brought up as an active public figure. Sport creates socially important motives for activity . In sports, various teams (public organizations, associations) were established working from teams to international associations, federations and associations went, their activity reached a large scale, system and regularity. All this is a different social role for the participants of sports activities of disabled people and it is good for them to have functions and in general to socialize them creates the ground. The main authority (the most important factor) of socialization is the family. Family is first important for attitudes, behavior, emotional and motivational behavior receives instructions and customs. According to many authors, the process of self-identification of the child in the body is early childhood and preschool age and ends at the age of 6-7. behavior and sensory stereotypes is formed. This is the psychosomatic health of school teachers efforts aimed at strengthening often lead to ineffectiveness. In fact, a child consciously and unconsciously perceives many relationships of parents, grandparents, brothers and sisters. At the same time, his the importance of the relationship between mother and child in the first years of life It has been constantly shown, but this "house" is related to human development and mother and Pestalozzi's principle of decisive influence on the relationship between children is a "delayed" confirmation (E.Menberg, 1995). In addition, the family affects other situations of socialization: the child which school he studies in, which peer group he joins, which union joins - all this is determined by the family. Thus, the family is different as an initial example of socialization ways to the child's physical activity and attitude to physical activity can influence and contribute to or hinder physical socialization possible

This leads to two important conclusions for the adaptive physical education specialist.

1. With the family of disabled and disabled children (primarily with parents) Believing in the great healing power of the movement, it is necessary to carry out serious work.
2. Rehabilitation with such children as early as possible from the first days of life to get the maximum effect from activities, as well as the family it is necessary to reduce

the positive social influence on psychosomatic development. One with the family In addition, school is the main example of socialization of children, teenagers and girls. School is an environment where the formation of a person takes place, it is inseparable from his cultural personality part. Here it is with new important criteria such as striving for success, competition they know For adaptive physical culture, not only students are mobile to learn skills successfully, but also to acquire social skills It is also important how the contributing processes are successfully ensured. There is a lot to acquire motor skills and physical health of children here reasons and means are favorable conditions for acquiring social skills. This is especially true of children with intellectual disabilities when you leave

If in the curriculum approved by the educational department, basically every academic there is information about the purpose and materials of the educational process for science if there is, then an informal, hidden plan is given to the students, the rules of behavior in society, basic knowledge about existing norms and generally accepted customs will give.

The usual thing at school can force a student to do something he doesn't want to do. A typical example of an unconscious socialization method for children can be called school rituals - this is the external appearance of certain actions. A classic example of school events is a sports festival. Students' natural activity, spontaneous expression of their needs and demands Another example of the "achievements" of the hidden curriculum that it contains

- these are children lessons taught and most importantly, keeping quiet in the classroom or gym. All these examples show how important the "environment" of the school is, of the teachers once again confirms his ideas about personal qualities, social-normative behavior for children's socialization. Therefore, for example, school students based on the philosophy of Olympism good ideas of education, but they are only conducting "Olympic lessons". can be reduced to practical use, but the whole system is "Spirit of Olympism" not filling with, as a rule, does not lead to the expected pedagogical effect. Adaptive physical culture has its strong socialization potential is, and now is constantly rationalization, technologicalization and special education encouraged to counter informational trends should help to humanize. Humanization of education requires consideration, development and reproduction of a person as a whole being, as well as development and development of all abilities of his soul - healing, hope, sympathy, sense of beauty, metaphorical and emotional attitude to the world . And this means that the science created by the theoretical sciences, the rationalist model of the world, as often happens, should be part of education and not all. Education as a way of life it should be personal - spiritual and physical (V. Kutyrev, 1998). The global informatization and computerization trend balances this can break.

There is a danger that we will soon have to justify the advantages of our reality compared to the virtual ; compared to narcotic and techno-combinatorial enjoyment in movement, food and drink, love and creativity. We restricting children to "dandyism" and other mind games, not to computers, we have to learn to play with each other.

Adaptive physical culture is one of the most important factors of the educational and cultural process and serves as a universal tool for its humanization. because it increases the human personality in their physical and spiritual unity it helps to improve their quality of life. In the process of learning adaptive physical culture, a person not only socializes and is formed (strengthens and improves residual health, its corrects its shortcomings, develops compensation mechanisms, various social occupies roles, functions, etc.), but itself "shapes the world and creates". "- initially defines himself, his understanding, outlook creates a sense of peace, creates and builds its activity, social environment. To the two most important situations of socialization of the person - family and school in addition, an Adaptive physical education specialist is cultural (especially creative, performing artistic, musical, body-oriented practices), society (the influence of mass media), important factors such as social connection should take into account. gender, peers and other factors.

In conclusion, we emphasize that both the teacher and the participants The subject of professional activity in adaptive physical culture is health care and (or) purposeful solution of these tasks when working with people with disabilities is to do.

Control questions:

1. Tell about the structure of rehabilitation of disabled people. What directions of rehabilitation are currently allocated?
2. What is the goal of adaptive physical education?
3. Priority tasks of adaptive physical education. Their relationship with the traditional tasks of physical education.

SUBJECT 3. ADAPTIVE PHYSICAL EDUCATION THEORY AND ORGANIZATION OF EDUCATIONAL DISCIPLINE AND AN IMPORTANT FIELD OF SOCIAL PRACTICE

Plan:

1. As a direction of adaptive physical education
2. Adaptive physical education as a science
3. Description of the object of pedagogical activity in adaptive physical education

Since January 2000, adaptive physical education (AJT) is one of the components of the specialty of scientists (13.00.04 - "Physical education theory and methods, sports training, rehabilitation and adaptation physical education"). This is the essence of physical culture, its overall performance aimed at the laws and comprehensive development of people use, including health condition and (or) disability is a component of people's knowledge system. To visually see the field of adaptive physical education scientific problems we use the Cartesian coordinate system of the geometric image (Fig. 3).

A person with limited functional capabilities improve. type of disease component AJT Development of methodological bases of adaptive physical education in this field fundamentalization of education is one of the most important demands of today. The most relevant directions of the theory of adaptive physical education are adaptive sports, adaptive movement relaxation, creative (artistic musical) practices focused on the body, extreme types of physical activity, etc. Theory of adaptive physical culture as a science. Adaptive physical culture content, structure, functions, its purpose, principles, tasks and tools, especially the activities of students and experts in this field learns; develops conceptual hardware as well as adaptive physical goals, tasks, methods, content of different components (types) of education learns about different types of people with disabilities, including those with disabilities bases its new types and forms aimed at meeting the needs and will try in practice. One of the main problems of the theory of adaptive physical education is the limitation of opportunities needs, motives of people with health and disabilities, interests, values, their personality and individual characteristics is a learning problem; From means and methods of adaptive physical culture using the axiological of life for a certain category of the country's population the problem of studying the process of formation and adjustment of the concept. The theory of adaptive physical education and other areas of science and practice of society - with health care, education, social security, physical education and others to reveal their complex relationships, as well as to accept people with limited opportunities as valuable and creative equal members of the society should develop technologies for formation of readiness. of human activity a wide range of potential. The most important problem of the theory of adaptive physical education is physical exercise in the process of studying mental, moral, aesthetic, labor education features.

Adaptive physical education as a science

Since the term "adaptive physical education" appeared in Russia only in 1995, different interpretations of the characteristics and discipline of the work of specialists in this field of social practice have not yet been found. due to adaptive physical education physical education, medicine (including preventive medicine), corrective pedagogy, valeology and other sciences, fields of knowledge and practical it is necessary to determine the main differences between activities.

As the name suggests, Adaptive physical culture is based on the classical or general theory and methodology of physical culture, and in relation to it acts as a more general (general) phenomenon. However, from the main discipline In contrast, Adaptive physical culture is the basis of its knowledge and influence as an object, not healthy, but sick people, including people with disabilities will consider. It should be said that Adaptive is the future in the field of physical education The object of the specialist's activity is specific functions for a long enough time a category of population that has lost and is often eternal (for example, limbs amputation, surgical removal of the affected limb, etc.). Adaptive physical culture is one of the divisions (types) of general physical culture. differs, it is called rehabilitation or therapeutic physical culture (Matveev LP, 1983) or movement rehabilitation (Vydrin V. M., 1985). For example, physical special dedicated to the analysis of the main concepts in the theory of education BV Evstafiev (1985), who dedicated the monograph, is the main goal of this section as "temporarily lost functions after illness, injury, etc "Recovery". Going forward, we will include Adaptive Physical Education as well as Adaptive Physical Rehabilitation (for the disabled and disabled). In this case, physical rehabilitation, for example, in working with amputees with disabilities preserved limbs, internal organs, sensory systems, etc can be used to restore temporarily lost functions, but this There are endless opportunities for people with disabilities to participate in other ways. The rule physical training and sports, which have been neglected by experts types and forms of training (doctors, psychologists, teachers, social workers, lawyers, etc.). According to the ideological and worldview system formed in our society, ministries and regional organizations for health care, social security and education and need to work with the disabled and the permanently disabled. As for the field of physical culture, it was aimed at healthy people (or as an exception) temporarily lost certain functions and this type of culture is the most developed in theory and practice of sports As for the department, it was provided in general. Not only healthy, but active active activities of talented people. In this regard, physical culture attention to something that clearly confirms the priority of a certain category of the population let's look. Even the famous domestic theorist of physical culture LP Matveev In the department of health restoration, sports rehabilitation is called the second stage, and this is it "functional and adaptive abilities of the body that occur during sports helps to recover (decreases due to overwork, and other reasons)" training, that is, here we are talking about the rehabilitation of athletes.

If the "physical education" and "sports" specialties of the last decade if we refer to educational plans and programs, and since 1994, physical education knowledge, skills of graduates of universities and physical education departments directions of "physical education" that are a unique model for their content (pedagogic institutes and universities culture) almost all disciplines including both only information about health in biomedical and psychological pedagogical cycles it's easy to make sure it exists. Exceptions are two disciplines - physical therapy and sports is medicine, they are mainly diseases specific to sports activities and they study injuries. Medical contraindications for applicants of physical education universities it is appropriate to remember the list, which is with other higher educational institutions compared to the health requirements for university students in this direction determines significantly. This list includes those with disabilities, both physical and emotional blocking the way to physical education universities for people with limited opportunities put and almost from the information about healthy and able-bodied people to get this information for those who want to dedicate the content of education significantly reduced the motivation. his life with the disabled work as a full member of society.

The above-mentioned are physical in the field of physical education in Uzbekistan only healthy people, usually past and present, do most of the training athletes adopted and healthy and motivated talented children and adults to come to the conclusion that it is focused on the activities of specialists working with allows.

second one, which has been criticized several times, the main goal of medicine is to treat certain diseases in hospitals, clinics, sanatoriums, rehabilitation centers under the guidance and control of medical specialists with the help of medicines and medical equipment, to maximize human vitality. Not the level of development (healthy, sick, disabled), his body, motor and mental abilities, issued by nature and present in the process of life (or the rest) (Brechman II, 1987, 1990, etc.).

Thus, in contrast to adaptive physical culture, medical rehabilitation is aimed only at restoring the impaired functions of the body, making the patient or disabled person a person himself in new conditions that require more activity and independence from a person cannot be maximally expressed. In addition, in rehabilitation the tools used are somehow aimed at traditional medicine - medical equipment, massage, physiotherapy, psychotherapy, pharmacology, etc., natural not to factors - movement, healthy lifestyle, balanced diet, hardening and others. "Drunk" who had success in treating previously incurable diseases the field of traditional medicine has significantly expanded, death and Maintaining "sight" is the main task of serving people focused on such "fields" as valeology (I. Brekhman, 1987, 1990, etc.) and preventive medicine (Gorbenko PP et al., 1995, 1996). However, it should be noted that valeology deals with patients unlike medicine, about the health of healthy people, as well from information about those who have a disease or have risk factors consisting of II Brekhman, the authors of its appearance and is one of the initiators. as if chronic patients with inertia and excludes disabled people from among the people it is intended for. Of course, he,

as usual, according to tradition, forgets this category of the population, but believes that there is no need for valeology and a valeological approach to life in general. As you can see, it paradoxically arose in the field of physical culture the situation is repeated here. The need for both valeology and physical education Perceptive people are overly exposed to their conceptual schemas they are coming.

As for preventive medicine, of course, it is to improve the population of Uzbekistan recognition of its enormous role, especially given its current status, it still is It should be noted that medicine: 1) The main goal is certain diseases prevention; 2) Work by state - to medical personnel; 3) In terms of funds - different various drugs, recreation and rehabilitation complexes, etc. If we analyze the technologies of preventive medicine: various drugs and consumption of herbal preparations, music audiovisual therapy; diet therapy; biosaunas, hydromassage, solarium, etc., their ecological medical direction it will be clear. Thus, the possibilities of modern preventive medicine for the disabled are unquestionable Emphasizing the benefits of adaptive physical education for people with disabilities This type of culture and tools are the basis of socialization attraction, his adaptation to work or retraining and, in general, self-development, self-expression and self-awareness. Among the disciplines that use movement in working with different contingents of the population The role of adaptive physical education. He has health problems and has limited opportunities to other disciplines that deal with people's problems (diagnosis, as for oligophreno pedagogy, speech therapy, etc.), sports and sports activities some parts are hardly used. This is the subject of these disciplines, obviously explained with goals, tasks, means and methods.

The same can be said about a number of disciplines that take into account the individual components of health care and healthy lifestyle . For example, hygiene research on the place of residence, dietetics - mainly medical nutrition and Others . Returning to the problem of training specialists to work with people with disabilities in the field of physical education, here are the first steps it should be noted that, although some experiences are few, scientific articles and educational materials have been published. Since 1995, the Saint Petersburg National State Physical Education, Sports and The theory of adaptive physical education in the health university in Russia and first department of methodology (1995), faculty of adaptive physical education (1999), Institute of adaptive physical education (2010) PF Lesgaft.

Adaptive physical education as a field of social practice
Description of the object of pedagogical activity in adaptive physical
education

Activities of specialists, bachelors and masters in the field of adaptive physical education that the object of health care is people with disabilities, including those with disabilities taking into account, we will consider their characteristics in the most general form. To these of vision, hearing, speech, musculoskeletal system, intelligence, central and complex (combined) damage to peripheral nervous systems

persons with forms are included. They are also age and gender characteristics, severity and structure of damage, differences in the time of its appearance, to the causes and nature of the disease, the body's therapeutic and has reactions to the effects of rehabilitation, medical prospects and forecasts. Complete or partial loss of vision affects the spatial image of the environment, to the violation of emotional knowledge of the world, self-control and self-regulation leads to Children have a number of co-morbidities: minimal brain dysfunction, pyelonephritis, diseases of the respiratory and cardiovascular systems, neurosis. In addition, the following secondary diseases for such children characteristic: curvature of the spine, leg deformity, insufficient development of respiratory muscles , weakness of the muscular system (LN Rostomashvili, LI Solntseva).

Complete or partial loss of hearing limits external information, disrupts the perception of its meaning, complicates communication, complicates the conditions of psychomotor development, causes stress reactions, up to the complete loss of speech. For the field of movement, the accuracy of movements, static and dynamic balance, spatial orientation and the ability to absorb this or that rhythm of movement are normal (BV Sermeev, NG Baykina). In children with the consequences of cerebral palsy (cerebral palsy), the motor area is most affected: coordination of movements, ability to support, balance, spatial orientation, muscle tone (hypertonicity); development of contractures, muscle atrophy, locomotion lack of formation, low work capacity, fatigue (EM Mastjukova, KASEmenova, LOBadalyan). Each type of lesion has the usual accompanying diseases, secondary diseases, preserved functions and systems of the body have characteristics that should be taken into account when working with this category of citizens need

Life-long acquired disabilities and permanent loss of function are common accompanied by psychological complexes: weakness, loss of self-confidence, passivity, in some cases selfishness, egocentrism, relatives and ex at work aggression towards colleagues, and sometimes antisocial actions. Slowing down (retardation), child's movement, game, emotion in disabled children and natural needs for communication are reduced. All this is to teach them and complicates teaching processes, their healthy development and 1 year in terms of physical development and fitness of peers or will cause it to be behind for a longer time. Not only in children with mental retardation (mental retardation). developed neuropsychiatric functions, but also the cardiovascular system, gastrointestinal tract tract, bone, muscle, endocrine, sensory systems, as well as higher mental functions: speech, thinking, attention, memory, emotions. Body in children with leg amputation (or congenital underdevelopment). weight, vascular bed, receptors are reduced, support and walking functions are disturbed, coordination of movements is disturbed. Amputation or absence of limbs is central regulation of the body decrease in functions, degenerative changes of neuromuscular apparatus, leads to metabolic diseases, disruption of autonomic functions: blood circulation, breathing, digestion, etc. It's all physical and mental leads to a decrease in the rate of development, a positive deficiency. emotions, changes in consciousness, behavior, social activity. A

brief description of the object of pedagogical effects is characteristic of all nosological groups allows us to distinguish the most typical movement disorders:

- a forced decrease in motor activity as a factor of hypokinesia, this is motor activity decrease in size and intensity, energy expenditure for muscle work appears with a decrease;

- deterioration of vital physical qualities: muscle strength, speed, movements strength, endurance, dexterity, joint mobility;

- violation of the position, legs, spine,

- muscle corset weakness;

- violation of coordination ability: speed of reaction, accuracy, speed, rhythm, micro and coordination of macro actions, time and space of actions differentiation, balance and resistance to vestibular stimuli, orientation to space, relaxation, etc., which negatively affects the quality of these actions (incl main locomotives - walking and running), education, work, household, sports necessary in training (LV Shapkova).

Thus, the state of health, characteristics of physical and mental development, secondary diseases caused by the primary defect and mandatory general information about the factors of hypodynamia is given. This diagnostic indicators are guidelines for the development of various adaptive physical education programs can serve as

Control questions:

1. What are the differences between socialization and education? What are their similarities

?

10. What is the role of the family in the socialization of the child?

11. What are the possibilities of the school's hidden curriculum in the socialization of students

?

SUBJECT 4. THE FUNCTION OF ADAPTIVE PHYSICAL EDUCATION

Plan:

1. Expert knowledge of adaptive physical education
2. Pedagogical tasks
3. Organization of the pedagogical process

At present, he is engaged in professional activities, including in the field of adaptive physical education requirements are called professional standards. Several types of professional activities are carried out in adaptive physical education, the main ones are:

- pedagogical and coaching;
- methodical;
- sports;
- organizational.

Requirements for pedagogical and coaching activities are defined in the following professional standards: "coach, adapted physical education and sports teacher" and "coach"; methodical

- in professional standards: "methodist instructor"; to sports: "athlete" and organizational: "head of sports and sports organization", "sports referee" and "companions in need of social protection". To date, the first five professional standards are all in our country professional standards have a unified structure, which includes:

- type of professional activity, its main purpose, group of professions, economic activity general information describing the type;
- generalized labor functions and their composition included in the professional standard functional map of the type of professional activity, where labor functions are described;
- names of possible positions, requirements for education and training, practical experience, special conditions for employment and additional features (name of the main group, position (profession) or specialty), as well as each a description of generalized labor functions with a detailed description of work. included in the generalized function.

A description of each labor function, in addition to its name and origin, labor each labor movement, necessary skills, knowledge, etc. included in the function characteristics (for example, how the qualification categories are organized - second, first, highest) will be considered.

Professional standards are the basis for the development of new job descriptions, new methods of moral and material motivation of employees, and certification for assigning qualification categories to them. Staff of organizations from all job titles included in professional standards in drawing up schedules, as well as in labor contracts, in relevant fields Approved by

the Ministry of Health and Social Development of Uzbekistan uniform qualification of the positions of managers, specialists and employees positions included in their references can be used. Rate qualification full transition from features to professional standards to an effective contract completes.

Specialists in adaptive physical education, bachelor's and master's major knowledge in three directions: physical education, medicine and corrective pedagogy and are formed according to their constituent disciplines (Fig. 4). One of the effective methods of simplifying labor activity, practical skills and professional standards is to consider the pedagogical activity of an adaptive physical education specialist from the point of view of general management theory.

Application of this approach in the analysis of pedagogical events in the field of sports idea was expressed by many scientists (VM Dyachkov, Yu. V. Verkhoshansky, VMZatsiorsky and others). Adaptive physical pedagogical process in management science called "Cybernetics". any complex dynamic systems that can be included in education such an algorithm is being considered for management. Control in cybernetics is the purpose of the control system of structural elements of the controlled system to change its function (N. Wiener) For this, you need an individual program of rehabilitation of the disabled or If not, you should consult your doctor. The reason for the limited capacity is or constitutes the main problems (main defect) of a person degree of injury, concomitant diseases and secondary abnormalities, medical contraindications and restrictions on motor activity are determined. Also medical using pedagogical test methods, state of safe functions, physical level of development and physical fitness and basic functional systems characteristics are determined. Characteristic features of the person, his general direction, temperament It is very important to determine the characteristics and others. The next step in the process of managing pedagogical activity is managed there should be a stage of describing the final state of the system. This step is control displayed by the target block. In the most general form, the goal of management is the physicality of the student's personality formation of cultural values, personal development, socialization and integration into society, that is, typical of modern socio-economic conditions can be formed as an introduction to the existing lifestyle. Determining the management goal should be mandatory active participation of the students themselves and (or) their parents, taking into account the last (final) values of life, opportunities for professional activity, cultural development, family and household characteristics and other factors.

The control system (teacher) in the diagram includes three blocks - modeling, pedagogical tasks and management actions. The modeling unit includes the procedure for predicting and planning the dynamics of individual indicators that allow to solve the defined management goals .

Concretization of management and planning goals by the teacher of people with health and disability status and prognostic information pedagogic, which should be based on the analysis and consideration of the current situation performed in a task block.

Pedagogical tasks, regardless of the nature and degree of a particular disease, all should be aimed at correcting the personal development of individuals; sensory systems correction; correction of movements and autonomic functions; physical qualities and abilities development and improvement; correction of coordination ability and development; prevention of passing diseases and secondary anomalies and correction; vital and by compensating for missing functions and organs development of important professional qualities.

Defects in health care and people with disabilities in control activities methods of training, development and improvement of a person are collected.

First of all, the needs of the student in the implementation of control actions must be determined, in which it is first satisfied and accordingly adaptive it is necessary to choose the priority type (component) of physical education: adaptive physical education, adaptive movement recreation, adaptive sports, physical rehabilitation, creative (artistic musical)) and extreme types of movement activity. Training, development, training, correction, compensation, prevention, etc. based on selected priorities. Teaching methods, tools, methods, teaching methods is determined; forms of organization of lessons; values of individual psychophysical loads - direction, duration, intensity, rest intervals, etc.

As a result, a program of control measures should be developed for students, which are educational, it is carried out in educational and competitive processes.

The technology of exposure to the object of inspection makes the student actively aware of himself refers to involvement in development activities and only teacher and adaptive subjective between the person who participates in physical training should be based on the theme of the relationship. In other words, the second is pedagogical should be an active partner in the process. The complexity of the object of control in adaptive physical culture, measured by various exercises in the state of health, is one of the central areas of control. offers corrections and blocks of actions. Control of the correct execution of motor actions that do not lead to errors; observing the external signs of fatigue involved (skin color, sweating, breathing rate, etc.); Biomechanical, physiological and other characteristics of student activity technical means are necessary to obtain objective information about a very important role in the selection of corrections and the implementation of the management process plays

Control questions:

1. Adaptive physical culture combines with what areas of knowledge?
2. Adaptive physical education physical education, medicine, valeology, preventive medicine, listing the main differences from corrective pedagogy and other areas of knowledge and practice give

SUBJECT 5. MAIN COMPONENTS (TYPES) OF ADAPTIVE PHYSICAL EDUCATION SELECTION OF COMPONENT PARTS (TYPES) OF ADAPTIVE PHYSICAL EDUCATION CRITERIA

Plan:

1. Institutions and organizations in the field of physical education and sports.
2. Educational institutions and organizations
3. Institutions and organizations in the field of social protection

Professional activities of adaptive physical education specialists: coaches, adaptive physical education and sports teachers, adaptive physical education teachers, teachers, tutors, heads of youth sports adaptation schools (DSS), etc.) are carried out in various fields. can be increased. social sphere: physical education and sports, education, social protection, health care, culture. First, adaptive physical education specialists are involved in physical education and sports, education and is in demand in the fields of social protection.

The main institutions where adaptive physical education specialists work and consider organizations.

1. Institutions and organizations in the field of physical education and sports.

Adaptive physical education and adaptive sports in our country today The main organization of the work is the Youth Sports School. This is a sport for the deaf disabled sports, sports of people with musculoskeletal disorders (PODA) and is a sports department for people with mental disabilities (LIN), start from the beginning provides sports (sports discipline) for specialization. teaching

In the first stage - sports and fitness - the main task is the disabled or disabled is to compensate for the lack of movement activity of children, which is common here developmental exercises, open games, physical therapy complexes and adaptive sports elements are used.

In addition, following the principles of an inclusive approach to education, adaptive sports departments can be opened in a number of sports organizations:

- in general educational organizations, special secondary and higher education institutions in circles and sections;

- in sports schools for children and teenagers (teenage sports school);

- Republican children's and teenagers' Olympic reserves in sports schools;

- in regional and city sports training centers;

- Economized children and teenagers in the schools of Olympic reserves in the regions

- National teams of Uzbekistan in the sports training center and sports reserves in the training center

2. Educational institutions and organizations: eight types of special (corrective) educational institutions;

- special (corrective) pre-school educational institutions;

- primary, basic and secondary general education of students of special medical

group institutions; secondary special vocational education and higher education among students of special medical group institutions;

-Adaptive physical education youth clubs; -in palaces, youth creative houses and additional educational institutions for children adaptive sports departments;

- youth by state authorities and local self-government bodies, teenagers and teenagers and teenagers in sports schools, general educational organizations clubs and sections, special secondary and higher educational institutions.

3. Institutions and organizations in the field of social protection. In this field, adaptive physical education is provided in orphanages and boarding houses for children with disabilities, neuropsychiatric boarding schools, rehabilitation centers and comprehensive social rehabilitation centers. These institutions and organizations provide adaptive physical education, adaptive sports, adapted movement rest, physical rehabilitation and Adaptive physical they conduct trainings on other types of education. In addition, specialists in adaptive physical education health care they can work in rehabilitation centers and other departments.

Control questions:

1. Expanding the characteristics of mentally retarded children.
2. What is the life activity of blind people compared to healthy people?
3. What is usually associated with hearing loss? 4. Expand the characteristics of residual health in people with the consequences of cerebral palsy
- .
5. What is the life activity of blind people compared to healthy people? What is usually associated with hearing loss?

SUBJECT 6. ADAPTIVE PHYSICAL EDUCATION TOOLS

Plan:

1. Physical exercises
2. Teaching methods
3. Teaching for actions

The complexity and ambiguity of the concepts discussed in this chapter considering that the terms "method" and "method" should be clarified and defined. In this textbook, a tool is what a person does to achieve certain goals what they are doing, how they (through this) affect the subject, transformation goals It is understood that it is provided with (tasks). Tools are intellectual, practical, can be materialized (reasonable).

A method is a way to achieve a goal, any way to solve a stated goal the method of using the tool, how (how, how) this effect is done. In pedagogy, this is a method of interaction between a teacher and a student with the help of which goals and tasks are achieved. As noted by LP Matveev (1991), the term "physical exercise" has two meanings in the theory and practice of physical education

They are, first of all, physical education define some types of motor actions developed as a tool; secondly, it is organized according to well-known methodological principles and is actually a "method" the process of repeated repetition of these actions.

In order not to confuse these values, it is recommended to include a terminological explanation is done: in the first case, the term "physical exercises" should be used, in the second - "method (or methods) of physical exercise" (Matveev LP, 1991). This explanation applies to the following terms: "word" (means) and "oral method" or "word method" (method); "Ideomotor exercises" (tools) and "ideomotor training method" (method); "Psycho-regulation exercises" (tools) and "psycho-regulation exercises methods" (method).

Requires clarification and concepts: "techniques", "simulator", "inventory", "equipment". On the one hand, a technical tool is physical exercises performed with its help sports equipment, sports equipment that determines the essence (wheelchair for the disabled, sleeper, slide, etc.) can be. In this case, the technical tool is a part of this exercise and is an integral part of the natural preparation and competitive activity of the disabled person.

On the other hand, technical tools facilitate the learning of motor movements and physical qualities of people that cause physical problems and artificial conditions for performing exercises to develop abilities can act as a simulator that provides Therefore, in the first case, the term "sports equipment" should be used, and in the second case, the term "simulator" should be used.

Physical exercise . The main tool of adaptive physical education is physical exercise

is a special type of activity, with the help of which the impact is directed to the student conducted and educational, educational, developmental, corrective, compensatory and preventive tasks are solved.

In addition to the main tools, physical exercises, additional in Adaptive physical

culture (general pedagogical, sports medical and their specialized types) and auxiliary means are used.

The main means of adaptive physical education - physical exercises are fully described in textbooks on physical education, physical education, theory and methodology of sports. comprehensively described, they are considered in detail: the content of physical exercises and form, methods of exercise, types of exercise and rest, biologic factors etc. laws of human adaptation to physical activity, movement theoretical aspects of studying actions and many other issues. Physiology, in terms of anatomy, histology, biochemistry and other biological sciences detailed discussion of human adaptation to physical loads Undoubtedly justified, because the theory of adaptation is the theory of sports training the basis, the basis, is the formation of a person's physical fitness.

At the same time, the effect of exercise on a person is never only his biological is not limited to the field, it refers to the psyche, consciousness, behavior. Physical real material and mental events that occur during the exercise unity, from the point of view of materialistic dialectics, only their content is based on unity can be interpreted correctly.

Control questions:

1. In which institutions, organizations and departments on adaptive physical education Can a specialist work?
2. Mobility characteristic of people with disabilities of all nosological groups how do you know the breakdowns?
3. Which documents determine the requirements for the professional qualities of a specialist in adaptive physical education ?

SUBJECT 7. ADAPTIVE PHYSICAL EDUCATION METHODS

Plan:

1. Physical exercises
2. Teaching methods
3. Learning movement activities.

In pedagogy, a method (from the Greek *metodos* - a way to something) is a way to achieve a goal, teaching, education and development of teacher and student at a certain level organized activities aimed at solving problems. In physical culture, the method is a system of actions of the teacher (teacher, teacher, trainer) developed taking into account the pedagogical laws, the purposeful use of which makes it possible to organize the theoretical and practical activities of the student. It gives knowledge, movement, development of physical qualities and personality provides formation of features.

A methodological device is the implementation of a certain method in a certain pedagogical situation method. Acceptance is an integral part of the method. In the theory of physical culture, methodology means the following:

- in the narrow sense - a variety that ensures the successful completion of individual exercises set of methods;
- in a broad sense - not only methods, but also forms of organizing lessons, for example, combination of physical education methods in educational institutions (Kuramshin Yu. F., 2003).

There are three groups of methods in adaptive physical culture:

- training;
- development of physical qualities and abilities;
- education.

Teaching methods

in the theory of physical culture (Kuramshin Yu. F., 2003) and Adaptive physical culture (Shapkova LV, 2005), teaching methods are usually provided by two groups made by:

- formation of knowledge;
- study of movements.

Currently, such separation is impractical for the following reasons. First, because of the division of teaching methods into these groups, in both groups despite the clear and inevitable repetition of a number of methods, to their own emphasizes their uniqueness and even leads to their resistance. This is actually not the case. The assimilation of knowledge, the formation of actions and concepts is mental the formation of phenomena is determined and external, objective and internal, mental activity based on the most important rules of Russian psychology about unity, both in the case of having the same structure and entering into its distinct components goes to each other (LS Vygotsky, SL Rubinstein, AN Leontiev). Secondly, physical education of students who excel in the field of physical education which reflects the practice of theoretical training in training separation of teaching methods: "for the time allocated to the lesson", "damage to physical activity without

giving", "doing exercises at an acceptable pace ", "doing the task before", "without reducing the activity intensity of the lesson", etc., knowledge not to mention the shortcomings in the process of formation, but the main originality and admits its inferiority in essence. secondary role (Zavyalov LK, 1999). To this, in particular, in adaptive physical education, students' theory the requirements for training are higher than the requirements for physical education and the need for separate theoretical training using appropriate methods is more obvious cannot agree to it. These are people with health problems characteristics, the presence of diseases and sometimes limited opportunities, a certain age, Contraindications of people with gender and nosological groups, each disease specific characteristics of loads used for one type and many others related to the need to know things.

will consider teaching methods that can be used in the formation of both knowledge and motor actions and concepts . There are many classifications of teaching methods, among which the following are chosen as the basis for separation: the source of information transmission and the nature of reception, the main tasks at this stage of education, students' cognitive activity nature and others.

However, the most complete classification of teaching methods was proposed by Yu.K.Babansky. Its classification includes any type of activity, including its organization, regulation and takes into account control (B. Ashmarin, 1999). Based on this teaching methods are divided into three groups (Babansky Yu. K., 1988):

- methods of organizing educational activities (Fig. 13);
- methods of stimulating educational activities
- methods of controlling educational activities and self-management

Control questions:

1. Knowledge for the formation of expert knowledge on adaptive physical education and expand the most important areas of the discipline.
2. Pedagogical activity in adaptive physical culture from the point of view of cybernetics expand control features.

SUBJECT 8. ORGANIZATION OF ADAPTIVE PHYSICAL EDUCATION LESSONS

Plan:

- 1. Forms of lessons in adaptive physical education**
- 2. Clear forms**
- 3. Uncertain forms**

The variety of forms of organization and construction of physical exercises is divided into two groups: - lesson forms, - uncertain forms.

Forms of lessons in adaptive physical education

Depending on the nature of the classification, physical education classes are viewed (G. Shitikov, 2003):

- according to the target direction of physical education: general physical education classes (general physical training), general physical education classes (any comprehensive general preparation for physical activity), relatively limited general physical education classes, specialized physical education classes, sports training training, practical training. physical training, medical classes in the field;

- in the main topic and programmatic content of lessons: highly specialized (unique) - gymnastics, athletics, swimming, sports, etc.; comprehensive lessons;

- Depending on the main aspects of the physical education process, they are highlighted or fully organized lessons: training sessions, according to a special educational direction classes, hygiene-oriented classes, corrective, compensatory or preventive directional lessons, joint lessons.

Adaptive physical education differs from the practice of physical education in three types of lessons divided into: 1) theoretical lessons, methods of using knowledge, for lessons motives and value orientations are formed; 2) instructor-methodical training, in which various mental, cognitive, motor actions, sets of exercises, physical culture and sports training technologies are used to the extent

that allows the student to perform independently without the guidance of the teacher ; 3) all forms of organization and construction of the lessons listed above practical training.

By students or parents in physical education classes at home and a home of a theoretical and practical nature conducted at home with the help of relatives tasks are given great attention.

Uncertain forms in adaptive physical education

Inappropriate forms of organization in physical education classes spread:

- morning exercises; - introductory gymnastics (before classes, lectures and work); - sports breaks and minutes;
- sports entertainment (games, skating, cycling, etc.);
- walks, walks, competitions, etc.

These classes can be: - episodic, one-time (for example, walking, sports entertainment, competitions); - systematic (introductory morning gymnastics,

exercise minutes and pauses, hygienic walks etc.).

will consider teaching methods that can be used in the formation of both knowledge and motor actions and concepts . There are many classifications of teaching methods, among which the following are chosen as the basis for separation: the source of information transmission and the nature of reception, the main tasks at this stage of education, students' cognitive activity nature and others.

Control questions:

1. Forms of lessons in adaptive physical education
2. Clear forms
3. Uncertain forms

SUBJECT 9. PRINCIPLES OF ADAPTIVE PHYSICAL EDUCATION

Plan:

- 1. Social principles**
- 2. Methodological principles**
- 3. Special method**

Principles of adaptive physical culture, its theory, initial ideas and as the main basis of his activity, he distinguished three groups of principles: social, general methodical and special methodical - development of physical culture of the person principles, didactic principles, laws and forms of education, physical education general pedagogical principles of theory and methodology, physical education pedagogical principles, foundations of valeology, rehabilitation of mental patients, special pedagogy and psychology, medical pedagogy, children with abnormal development correction of movement disorders. It was necessary to form a conceptual terminological apparatus of adaptive physical culture, to determine its essence, potential possibilities, and to choose concepts in the field of this issue and professional activity (in the formation of the thesis of adaptive physical education), it was necessary to analyze the principles of different fields of knowledge.

Objective difficulties in the formation of such a thesaurus, as three areas of knowledge are combined with an adapted physical culture, they are in the usual tradition. According to them, they usually move away from each other, which is the terminology of each of them cannot affect the specific characteristics of the devices. This challenges are hard to overcome until the end and today. At the same time, it should be noted that the principles published by LVShapkova in 2003 and presented in subsequent publications objectively reflect a number of aspects of adapted physical culture, its limits and health basic theory that shows the possibilities of working with people with problems principles. (with the disabled, students with disabilities, chronic patients, etc.) and not only in the fields of physical education and sports, but also education, social protection of the population and others. Accumulated experience in the use of adaptive physical education tools and methods and especially adaptive sports developed in the early 2000s specific correction and additions, as well as practical activities reflecting today's reality basis for the formation of new rules containing specific recommendations for creates. The current state of adaptive physical culture is to distinguish groups of separate principles requires the need to determine the basis. The principles of the first group - the principles of rehabilitation - special psychology, exercises collected in special pedagogy, including oligophrenopedagogy takes into account Principles of the second group - pedagogical principles - adaptive physical education the specialist is collected in pedagogy and in its main sections - the theory of education and, accordingly, in the general methodological principles of education orientation to the use of the great experience provided. The principles of the third group are the principles of physical education and sports, reflecting the unique characteristics of human adaptation to physical activity and the development of physical condition, was in a state of health.

Control questions:

1. Explain social principles
2. Explain about methodological principles
3. Explain special methodological concepts

SUBJECT 10. CONSTITUTIONAL CHARACTERISTICS OF ATHLETES

Plan:

1. Constitutional morphology and its definition
2. Classification of constitutional schemes.
3. The main parts of the human constitution

Constitutional morphology and its definition. Classification of constitutional schemes. Relationship of knowledge about constitutional morphology with human physical development. The main parts - components of the human constitution: body measurements, proportions, composition of body volume. Variable types of body measurements. Total (general) and partial (part) measurements of the body. Body composition methods. Rules for conducting anthropometry and anthroposcopy. Tools used in anthropometry. An understanding of the proper development of the body structure. Types of body proportions, their changes according to body growth and development. Definition and classification of somatotypes, correlation with physical development. Body shape, its classification and anatomical bases. Symmetrical and asymmetrical structure of the human body. Height changes with age.

Constitutional morphology and its definition. Classification of constitutional schemes. Relationship of knowledge about constitutional morphology with human physical development. The main parts - components of the human constitution: body measurements, proportions, composition of body volume. Variable types of body measurements. Total (general) and partial (part) measurements of the body. Body composition methods. Rules for conducting anthropometry and anthroposcopy. Tools used in anthropometry. An understanding of the proper development of the body structure. Types of body proportions, their changes according to body growth and development. Definition and classification of somatotypes, correlation with physical development. Body shape, its classification and anatomical bases. Symmetrical and asymmetrical structure of the human body and others.

Control questions:

1. Constitutional morphology and its definition
2. Classification of constitutional schemes.
3. The main parts of the human constitution

SUBJECT 11. MAIN COMPONENTS (TYPES) OF ADAPTIVE PHYSICAL EDUCATION

1. Content of adaptive physical culture
2. Technical means
2. "Rehabilitation"

Adaptive physical culture is a type (field) of physical culture in health care, including the disabled and in society. This activity and its socially and individually significant results create comprehensive readiness for life of a person with health defects, including the disabled ; optimization of its condition and development in the process of comprehensive recovery and social integration ; it is a unique process and result of human activity , as well as all aspects and characteristics of a person with deviations in physical condition (physical, intellectual, emotional , aesthetic, moral, etc.) with the help of physical exercises, natural ecological and hygienic means are the factors of means and methods of improvement and harmonization

In adaptive physical culture , it is clear that the incompatibility of activity or referral to a specialist and only the physical (physical) components of the person are related to health defects. Here, first of all, to correct a person's defect, to develop the necessary compensations, to prevent diseases and secondary deviations caused by the main defect, or in other words, to comprehensively restore and integrate a person involved in the life of society, all aspects of adaptive physical education problems of attracting possible means and methods are played. Social protection. ¶ For persons under 18 years of age - the opportunity is limited child" category is given . Personal medical and social examination by the state service is recognized as having a limited ability.

Students with disabilities have physical and/or psychological developmental disabilities, and special conditions approved by the psychological-medical-pedagogical commission is a person who prevents education without creating (December 29, 1997

"Law of the Republic of Uzbekistan on Education". Examination of children by the psychological-pedagogical commission is carried out based on the written application of parents (legal representatives). The Law of the Republic of Uzbekistan "On Education" and "On the National Program of Personnel Training " and intended for the years 2017-2021

In the Strategy of Actions for further development of the Republic of Uzbekistan set tasks and acceptance of the Republic of Uzbekistan on September 5, 2015 made - specified in Law q on physical education and sports - psychological physical and (or) mental according to the regulation on the medical-pedagogical commission development and (or) in order to timely identify children with special needs Created. Deviation from behavior, comprehensive psychological medical-pedagogical examination and provision of psychological-medical-pedagogical support to them based on the results of the examination and organization of their education and training preparation of recommendations; previous recommendations

for confirmation, clarification or replacement given Organization of education and training of students with educational content and disabilities conditions are an adaptive educational program, as well as individual rehabilitation for the disabled determined according to the program.

It should be remembered that children with disabilities and children with disabilities (students) there are two different categories of children, and they can coincide with each other. We are different from them that they are identified by organizations (have the appropriate status) we note: the first - by the State Service of Medical and Social Expertise, the second - by the psychological medical-pedagogical commission, although the parents (legal representatives) are in contact with both organizations and have relevant indicators, may have the status of a child. A student with a disability and a disability. In the practice of social (corrective) education, opportunities are often limited and special education and Special education students are not disabled, and on the contrary, disabled children are normal They study in (public) schools and from adapted educational programs they don't use

Another term widely used in adaptive physical education. We are included in the previous specialty names - now disabled people in health status|| we are talking about the term and currently the direction of adaptive physical training. According to adapted physical education, this term is used by disabled people, disabled children and including children with disabilities and students with disabilities (persons with disabilities). introduced as a generalized concept. And students of special medical groups (students) and their health in general (chronic diseases, during rehabilitation All those who faced permanent deviations in the condition) then injuries, diseases, and therefore in Figure 1). Therefore, the text of the training manual often talks about people with disabilities in the field of health care, including those with disabilities. It should be remembered that this It is very difficult to express the collective term in quantitative terms, because there is a statistic there is no such section in the observation forms .

Figure 1. The main categories of citizens

"Persons with health problems." classified: 1 - disabled, 2

-people with disabilities (students),

3rd special medical group students,

4-people with other chronic diseases, in remission to be (under treatment) and others.

"rehabilitation" is Latin for "restoring the working ability of people with disabilities. " or ability, -rehabilitation|| - comes from restoration of ability. Medical in the encyclopedic dictionary of terms, it refers to impaired body functions, as well as to restore social functions and working ability of patients and disabled people (or medical, pedagogical and social activities aimed at compensation defined.

The possibility of changes in the society of our country during the last decades is limited With more attention being paid to the problems of rehabilitation,

rehabilitation of the disabled in Uzbekistan is recognized as an important state task is described.

Currently, the goal of rehabilitation of people with disabilities and disabled persons

is considered as a rule to be social integration, which is, first, in a static sense, the achieved and it is understood as a state of unachieved achievements, secondly, it is used separately.

It is taken to the disabled (ie, individual Social Humanitarian Assistance). However, as VZKantor (2000) rightly points out,

-social integration category is one of the main categories of sociology, -social institutions, establishing acceptable relations between groups, authorities and management bodies means process.

Control questions:

1. Content of adaptive physical culture
2. What are the technical means
2. Explain the term "Rehabilitation".

SUBJECT 12. SPECIAL SPORTS EQUIPMENT FOR THE DISABLED

1. Adaptive physical culture special equipment
2. The concept of a student with disabilities
2. Concepts of "Recreation".

There are a lot of special additional tools in adaptive physical training group is used, without them there are certain deviations in the state of health, that is it is impossible to hold training sessions with disabled people. These are the tools that provide access to classes and are the most important component of competitive activities organizing tools - sports equipment for the disabled: upper and lower prosthetic equipment of the extremities, many technical tools used by the athlete, competes while sitting (wheelchairs for various sports). , skiing sleds, facilities for cycling, etc.), sitting exercises special equipment for performance (for volleyball, athletics meta) niy, fencing and etc.), special sound balls for blind athletes, etc. There are so many special additional tools for adaptive physical education that special adaptation - "material and technical support of adaptive physical education" is presented for its review. Textbooks and references on this subject written

For example, sports to perform movements in a sitting position Check out the equipment.

Sports equipment for performing movements in a sitting position is the bottom physical for people who have partially or completely lost the functions of the extremities technical means that allow you to perform exercises, that is, a set of tools which allows to perform actions (domestic, professional, sports, etc.). technical means. recreation and other nature) mainly hands without using limbs and using folds.

This term requires some explanation. Often under such technical means are called wheelchairs things are understood. With them, for example, the history of the Paralympic movement began. However, at the moment, motor movements with the help of arms and torso depend on the chairs without the use of lower limbs and wheelchairs there are many technical tools that allow to increase. Especially, many of these tools are adaptive, first of all, Paralympic sports developed and used in the field. To be sure of this Sports included in the Paralympic Winter Games program should be remembered. Realizing this situation, some authors such technical tools are basically back They emphasize that it is used by people with brain damage (sometimes called "spinal arms"). Of course it is. But that's the practice shows that it is a technique for performing movement movements in a sitting position means, as well as sports medicine for disabled people accepted into the Paralympic movement classified as "other" in the classification, having cerebral palsy, lower people who have experienced amputation of extremities and other nosological used by representatives of groups. lower extremities are affected.

Control questions:

1. Adaptive physical culture special equipment
2. The concept of a student with disabilities
2. Concepts of "Recreation".

3.2. SEMINAR EXERCISES _

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SUBJECT 1. BASIC CONCEPTS AND TERMS OF ADAPTIVE PHYSICAL EDUCATION , "DISABLED", "DISABLED STUDENT", "DISABLED", "REHABILITATION", "SOCIAL CONCEPTS OF INTEGRATION", "LIFESTYLE".

In recent years, consistent measures have been taken in the republic to popularize physical education and sports, to promote a healthy lifestyle among the population, to create the necessary conditions for the physical rehabilitation of people with disabilities, and to ensure the country's proper participation in international sports arenas. . At the same time, the population in the field of physical education and sports implementation of specific programs that help to strengthen health, wide involvement of young people in sports and selection of talented athletes from among them, formation of national teams with skilled athletes who provide high results in sports, and an additional condition for trainers - there is a need to create conditions;

Adaptive physical culture is an actively developing field of social life, its elements penetrate into various spheres of social life and are classified as adaptive physical education, adaptive physical recreation, adaptive sports, physical rehabilitation, creative (artistic music) and extreme types of people's physical activity. works. He has deviations in his health condition. With the involvement of the community, adaptive physical education specialists to health person-oriented humanitarianism towards people who cause harm implement the concept and thereby own the elements of social modernization including new psychological relations, in relation to this category of the population suggest to revise the existing stereotypes. Active in adaptive physical culture in educational, legal, scientific, information space development is explained not only by a paradigm shift in the development of society, according to which it has all its own characteristics and features, including, he is a person with health defects, who forms the center of theoretical understanding of social thought. Humanization, democratization, events occurring in the process of liberalization, as well as a number of others events (Pulyaev VT, 1993, 1995). First of all, it should be noted that the Paralympics and Achievements in the Olympic Summer and Winter Games help people achieve their goals, overcoming one's own weaknesses, overcoming objective difficulties and society A great contribution to changing the attitude of the population of Uzbekistan to this **category** added

Department of adaptive physical education and sports, an important factor in the active development of adaptive physical education and sports in our country was a strong achievement in the formation of the educational structure in this field. In fact, in more than many years from a small special course to full-time teaching with bachelor's and master's programs . At the same time, Adaptive physical education is currently not only in the higher education system, but also in the professional education system, as well as highly

qualified scientific and pedagogical personnel. It is also manifested in the training system.

Adaptive physical culture" Normative-legal base has been actively formed in our country. No. PF-5270 of the President of the Republic of Uzbekistan dated December 1, 2017 **"State support for persons with disabilities " On measures to radically improve the system"** plays an important role in formation and development.

- based on the axiological concept that reflects the attitude of society to people with health problems, including those with disabilities, which forms the basis of cultural competence, interest and cognitive activity formation of professional outlook among students;
- To provide students with the theory of adaptive physical education and the basics of its organization, a holistic understanding of professional activity, methodical approaches, the general laws of this type of social practice, and the formation of general professional competences for bachelors of adaptive physical education in the future not allowed;
- Formation of students' desire for independence and creativity in the educational process, them to familiarize with scientific researches, to develop one's experiences in creative activities provide;

- To give students an emotionally valuable attitude to professional activities in the future to create conditions for learning experience, to help those with limited opportunities in the future health care, ensuring their social integration to health and improve the quality of life. Adaptive physical culture includes three independent areas of knowledge - physical culture, theory of physical culture combining medicine and corrective pedagogy and methodology, psychology, pedagogy, human anatomy, human physiology, students who mastered biochemistry, biomechanics, general pathology and other subjects covers special pathology, special pedagogy and special psychology. That's why for, before studying the theory and organization of adaptive physical education, it is necessary to master the subjects listed above. At the same time, Adaptive physical education theory and organization itself personal methods of adapted physical education, technologies of physical culture and sports activities in the conditions of adaptive physical education, various educational profiles sciences, as well as the acquisition of professional skills and practical skills, acts as a basic knowledge system for such subjects as practices. professional experience (incl teaching practice).

Adaptive physical education, which regulates the development of the main curriculum regulate the teaching of subjects in the time interval determined by the sports curriculum taking into account the difficulties in comparison, teachers focus on interobjects to make connections and study material deductively and it is necessary to focus on the inevitability of using inductive methods. The general description of adaptive physical education includes two parts: - basic concepts, functions, types, means of adaptive physical education, methods and principles; - health care, education and training of people with physical disabilities development of physical abilities.

The characteristics of the main types of adaptive physical education are as follows.

- adaptive physical education;
- Adaptive sports;
- adjusted movement rest;
- creative (artistic musical) and extreme movement activities.

1. Adaptive physical education is a novelty for our Republic, physical education and sports, education, health care, social protection of the population, science, culture actively developing field of social practice presented in the fields. That's why for, strictly speaking, comprehensive rehabilitation of people with disabilities, direct participation in the processes of socialization, improvement of the quality of life, Adaptive physical education is the physical education of society and this category aimed at changing the attitude towards our compatriots. In the first case, physical culture, human knowledge and real issues of physical characteristics to significantly increase the rating on the important scale of life, secondly, the concept of "disability" is the health problem of the society Axiological attitude towards people with special needs, including people with disabilities should be converted into a concept.

2. Adaptive physical education includes at least three areas of knowledge - physical education, medicine, corrective pedagogy and a large number of biomedical and social-psychological education. and based on scientific disciplines. At the same time, its content is not only in these areas and not only to summarize the information about the sciences, but also to analyze these fields and as a result of mutual enrichment and mutual development of knowledge in subjects forms new knowledge and allows to solve specific goals with theoretical-methodological and empirical foundations. And adaptive physical education tasks and its main types.

3. Adaptive physical education has been successful in our country for a long time used therapeutic physical education and limited physical ability a more comprehensive activity compared to the physical education of children is a type. It is open to the emergence of new types of adaptive physical education and now, in addition to the types mentioned above, adapted sports types, adapted mobile recreation, students and general educational organizations and special medical groups of secondary special and vocational education organizations adapted physical education for students, artistic (musical) of a person body oriented and extreme types.

4. Adaptive physical culture meets the biological and social needs of each person It is possible to meet the needs of people with health problems (including those with disabilities). Not only the state, public institutions and organizations provide the young generation to work preparing and protecting their homeland. . At the same time, Adaptive Physical culture, competition in spiritual, intellectual and physical culture, competition and the essential social and of humanity that affirms the universal nature of competition based on the ethnological principle. The most important and necessary thing in a person is with another person The comparison is

presented in the form of a comparison and forms the essence of adaptive sports. Almost all types of adaptive physical culture are covered with a red thread. Competition is full of compulsive evaluation and selfishness. It is very important to pass within the scope of empathy. This is adaptive physical education and, in particular, determines the enormous socialization and educational potential of adaptive sports.

as the highest value, regardless of his health, his acceptance as an equal member of society with equal rights, it is also the responsibility of the state to create special conditions for his upbringing, development, creative self-realization - to form relations with him is the basis for The process of engaging in adaptive physical education.

6. Taking into account all the work of a physical education teacher and based on the ultimate goals of a person's personality, his recovery from the point of view of the whole system of his life relations - his life taking into account the axiological concept, as well as the mandatory implementation of the rules should be carried out. And now, to derive from this real situation - the participants' financial capabilities, age and gender, health, national ethnic identity, mentality, climatology and a number of other factors.

Value (axiological) concept of their life when working with children formation is very important, including a healthy lifestyle and self manifestation, the maximum of self-expression in any human activity level should be paid attention to. It gives you the resources of a free, spiritual and moral person in all aspects of life, including adaptive physical education and adaptive sports. allows you to engage, educate yourself, and spend on creativity.

7. A person with health defects, including a person with disabilities, as a person who combines biological and spiritual, psychosomatic and socio-cultural principles in adaptive physical culture, as a fundamentally indivisible and integrated unit is considered. Separately determined by the research methods of certain disciplines dichotomous approach to studying its essence when it is divided into substances totally unacceptable. In adaptive physical culture, social As in the field of practice, the focus is not only on the physical of those involved health, -formation of physical preparation for life, but also theirs to all-round development and improvement (physical, intellectual, moral, emotional, voluntary, aesthetic, etc.)) during the exercise.

8. The leading approach that determines the strategy of adaptive physical education work is the approach called "the nature of meeting", according to which the coach, teacher, the main attention of the teacher is these qualities of students and it is necessary to focus on the development of abilities. In this way, they are of average standards have a genetic predisposition rather than getting lagging behind-weak links. This approach corresponds to the principles used in remedial pedagogy - focusing on the child's potential, not on the defect, and in the Paralympics - the main focus is not on what a person with disabilities has,

but on it. However, the "acquaintance with nature" approach, corrective pedagogy and paralympism principles are similar in many respects, and in practical training, the coach, choosing a teacher, a teacher, certain tools, methods, technologies specifies.

Effective development and implementation of adaptive physical education programs in a certain subject of the Republic of Uzbekistan is possible only if the socio-economic conditions of the region are taken into account. Physical education is the only acceptable approach that ensures compliance with "equal opportunities" for people with disabilities and those with disabilities and should be implemented in every region. and two categories of the region's available financial resources for sports development citizens - healthy people. On the one hand, health persons with deviations in the state of preservation, on the other hand, have limited opportunities for people. The above is the development of adaptive physical education in our country allows clarifying and expanding the installation rules of the concept. Summary of adaptive physical education - disabled people and in the field of health the most important of the state for the implementation of social policy in relation to the disabled development prospects of the institute, as well as scientific research in this field determines prospective directions. In each chapter, there are control questions and self-checking of acquired knowledge ends with assignments. Wear them without studying them carefully it does not make sense to start studying materials, especially within one section when working independently, in addition to textbooks, the literature contained in it, as well as Acquaintance with the materials published in the "Adaptive physical culture" periodical need Teachers who conduct training in this field of science

-Physical culture for the disabled (adapted physical culture)" of the Ministry of Higher and Secondary Special Education in the direction of training general cultural, general professional and professional given by the state educational standard they should learn competences, basic education in adaptive physical education program, as well as generalized labor functions of professions, and labor recommends that they follow the social standards of their activities. Basic concepts and terms of adaptive physical education

-Physical culture is a cultural field that regulates human activities related to the formation of moral values (its direction, methods, results)

. Preservation and use of physical and movement characteristics of a person based on ideas about the norms and ideals of their functionality, communication, expressiveness and beauty .

-Physical characteristics are of primary importance for physical culture physical activity (use of physical exercises) with consent It is the main tool and method of "developing" a person's physical development even if, especially in the conditions of Adaptive physical culture, more specific attention should be in the

center. To the person involved in physical exercise, intellectual, emotionally strong, aesthetic and other characteristics and qualities side effect. In this regard, the following definition of physical culture is offered.

Physical culture is a type of human and social culture. This activity and its socially and individually important results optimize a person's all-round readiness for life, his condition and development; it is a unique process and the result of human activity, as well as improving and harmonizing

all aspects and characteristics of a person (physical, intellectual, emotional, voluntary,

aesthetic, moral, etc.) using physical exercises, natural environmental and hygienic factors

tools and methods.

Unlike physical culture, the object of knowledge and change, the subject of self-improvement of adaptive physical culture is not healthy, sick people, including

those with disabilities. All this requires a significant and sometimes radical change (adaptation, correction or other adaptation) of the tasks, principles, tools, and methods of the main discipline in relation to the category of students that is unusual for physical education.

As a topic of social integration in the field of disabled people and health care disabled people are manifested in three directions at the social level (Kantor VZ, 2000). The first of them describes the individual level (for example, at the university disabled student). The second is the level of a small social group (for example, different levels a team of athletes with disabilities participating in competitions). The third is the disabled at the level of a large social group (group community). Interaction with various social institutions, government and legislative structures People with disabilities are united in relevant state organizations (All Uzbekistan Society of the Blind, All Uzbekistan Deaf Society, All Uzbekistan Society of People with Disabilities, etc.).

Rehabilitation system In specialized literature, social, medical, labor, professional, cultural, household, family, aesthetic, technical, initial, complete, comprehensive and other types There are mentions of rehabilitation. Figure 2 in the figure shows the classification of rehabilitation types proposed by VZ Kantor (2000), in which it is envisaged to distinguish three classification features.

To develop a systematic idea of rehabilitation of disabled people the initial theoretical basis is that it is unique to the state social policy is considered as a direction, it is ultimately the society in general and in particular aimed at confirming or improving the way of life of individual social groups.

Classification of types of rehabilitation (according to VZ Kantor) This theoretical basis

corresponds to the concept of the purpose of rehabilitation in connection with the category of lifestyle . In addition, this center is the basis for the opinion that any rehabilitation is of social importance.

Rehabilitation (recovery) species center

Rehabilitation of people with disabilities in the field of social policy considering it as a unique activity shows its multidimensional structure.

First, rehabilitation is manifested in its morphological (species) : rehabilitation of people with disabilities due to the fact that social policy covers all the main areas of human life, i.e. work, life, and culture. should cover at least three areas of their lives. From this Three objective directions of rehabilitation of the disabled are determined: social labor, social-household and socio-cultural. The ability to ensure progress in all these areas is limited by the complex (general) should be understood as rehabilitation. In turn, the profession of the disabled rehabilitation is a special case of social and labor rehabilitation; aesthetic-social-cultural, and family - social-household, etc.

Secondly, rehabilitation should be considered as a dynamic (step-by-step) phenomenon that can be divided into initial, elementary and complete rehabilitation need

Thirdly, to the used technologies, used rehabilitation tools and depending on the nature of the methods, they can be classified as medical, technical (engineering), psychological and it is possible to study pedagogy. Thus, we rehabilitate the disabled in a medical, engineering and technical way in the areas of work, life, and culture based on the complex use of tools social opportunities of people with disabilities in the field of health care specific activity in the field of social policy, which includes raising the level we can conclude that psychological and pedagogical technologies and this that the population of the category is ready to implement the lifestyle standards aimed at providing.

SUBJECT 2. SUBJECT, PURPOSE, PRIORITIES OF ADAPTIVE PHYSICAL EDUCATION, HEALTH OF PEOPLE WITH DISABILITIES AND REHABILITATION OF PEOPLE WITH DISABILITIES AND ROLE AND PLACE IN SOCIAL INTEGRATION

According to IMBikhovskaya, Yu.N. Nikolaev, adaptive physical culture the field of value-oriented resolution of contradictions that arise in them is based on harmonizing natural and social variability in humans.

1. The interaction of natural and social, natural and man-made things is the basis of any human activity, and the acting person is always the first "famous person", then "reasonable person", "social person" and so on. Therefore, physical culture is the main layer of culture, which exists in any sphere of cultural, labor and everyday activity (always conscious and should not be in an understandable form).

2. Physical culture is a characteristic of different levels of a person. It is an integral part of culture due to its necessary interaction and interdependence. This to adapt the natural principle to the socio-cultural and natural foundations of human life, shows its uniqueness as an adaptation mechanism.

3. Physical culture is not only "work with the body", "people's life creating physical fitness", the field of "means and method of physical improvement", although it is the physical and physical qualities of a person that are the main ones in this field arouses interest. Like any cultural field, physical culture, first of all, with the soul of a person, not with his external world: true to the body formed value-based attitude, real cultural activity, to the body directed.

4. Physical culture is a means of satisfying various human needs, i.e. serves as a factor of his physical, mental and spiritual development. Disrupting the balance and harmony between natural and social in a person somatization (**Somatization** ("Soma" Latin - body) - this is the unconscious of a person psychological problems (depression, fear, anxiety, depression, etc.) is turning into body diseases.

In most cases, somatization manifests itself when a person with more attention talks about his health, health. Also, people who are forever talking about healthy lifestyles, illnesses, etc., tend to "get diseased" by arguing about such topics. They may be ready, but at the same time they have any idea, your address. For example, you feel that you can't find your life, despair you do. The result is a depressed state with pain in the chest, with dizziness is expressed. This is a vivid example of the body's response to psychological problems, he, in turn, refers to research in the field of somatization. It should be noted that this, to a certain extent, is the same in the physical body, in diseases is personalization. This phenomenon is not the same as the psyche of every person. Stressful in situations, conflicts with society, the brain turns psychological stress into the body takes. Thus, in men, the stomach often suffers, and in women, the heart complains about diseases. Finally, it is necessary to remember that every person is responsible for his life, health and it is important to monitor his mood, his condition. After all, the soul and the body are one is inextricably linked.

Somatization is one of the psychological protection mechanisms of a person. The concept of somatization was proposed by the

psychoanalyst Wilhelm Steckel in 1943) or the natural principle within it leads to sociologization through suppression, humiliation - both of these is to destroy the culture that goes beyond its "coordinate system".

5. Inadequate physical culture, low physical activity of a person and lack of activities affect all aspects of a person's genetic development and life program. negatively affects the location of its components: physical characteristics of a person, intellectual, emotional and, in general, spiritual and mental characteristics. This is especially mandatory if there is a child in a state of hypodynamia (in this case, parents, doctors, teachers, due to low physical fitness of teachers and others), they are actions not only activates the activity of all its organs and systems, but learns. the surrounding world, their feelings, perceptions, ideas, directions, etc. in the formation of space-time scales and so on. In a series of studies, objective actions as a unit of analysis of the human psyche it is no coincidence that it is considered (VP Zinchenko, ND Gordeeva, SV Dmitriev, etc.). It should be remembered that children are excluded from physical training throwing, for example, the effort of their own inclinations and abilities in order to focus on the development of young talents not only for permanent illnesses, leads to physical and mental stress and disorders, ultimately. premature aging and shortening the lifespan determined by the genetic program, at the same time it is wonderful not to fully reveal abilities, because children are complete and versatile they lose their lives.

This theoretical excursion is for people with health problems including the role and place of adaptive physical culture in the life of disabled people to demonstrate, to determine its topic, purpose and priority of tasks done Adaptive physical education for people with disabilities and health conditions of the system of rehabilitation of persons with disabilities, all its types and forms is an integral part. It is clearly present in all spheres of human life and therefore the basis of social, labor, social, domestic and socio-cultural revival, forms the foundation; of medical, technical, psychological, pedagogical rehabilitation works as an important tool and method. This is because, for example, any acquired disability is a new person problems to adapt to the ability, which is almost always new vital and professional knowledge, perception, movement skills related to the need for development. and special physical and mental qualities and improving skills . And this is one of the means and methods of adaptive physical education it is inconceivable without use. In a series of studies, objective actions as a unit of analysis of the human psyche it is no coincidence that it is considered (VP Zinchenko, ND Gordeeva, SV Dmitriev, etc.).

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The purpose of adaptive physical culture: a type of physical culture as released by nature and has the properties of its physical means to ensure the optimal operating mode of the existing (remaining in the life process). of a person with permanent deviations in the state of health and (or) disability is to develop its vitality as much as possible. spiritual forces, their social and in order to maximally manifest itself as an individual significant subject harmonize.

The purpose of adaptive physical education: it allows to form the main set of activities in this field for both the participants and the teacher (teacher, coach, methodist). Adaptive physical culture of human vitality, maintaining optimal psychophysical condition Maximum development with the help of tools and methods is not only healthy for everyone with limited opportunities creative that is comparable to, or even superior to, the results of humans gives an opportunity to realize their abilities and achieve excellent results. Disability, some health defects are really strong -willed and purposeful to make sure they can't stop people (Tamerlan, Franklin Roosevelt, Alexey Maresyev, Valentin Dikul, Svyatoslav Fedorov, Olga Skorokhodova) and it is enough to remember others. and spiritual. and the first step on this path (life Adaptive physical education for those with disabilities can and should be, this is a necessary skill in any human activity and the opportunity to acquire skills, to communicate between subjects will give.

The tasks to be solved in adaptive physical education are up to each person should be determined based on specific needs; of certain tasks priority is a component (type) of adaptive physical education, training materials, material and technical support of the educational process and other factors is determined. In the most generalized form, tasks in adaptive physical education are divided into two groups can be Tasks: the first group comes from the characteristics of those involved - people with disabilities and (or) people with disabilities at the level of health care. These are corrective, compensatory and preventive tasks.

tasks of education, training and rehabilitation that are traditional for physical education

In adaptive physical culture, the object of attention is deviation in the state of health because he is a person, he is one of the great possibilities of this type of activity using, correcting the existing deficiency and, if possible, its main it is logical to correct the shortcomings. Also, before any defect if it is detected, the probability of its correction will be higher. When talking about corrective tasks, the authors are not only musculoskeletal system disorders (defects, flat feet, obesity, etc.). (defects), but also sensory systems (sight, hearing), speech, mind, emotional-voluntary also means the field, somatic functional systems. and others. For example, **oculomotor** - work aimed at strengthening muscles can lead to improved vision; of mental actions in material form formation stage (according to P. Ya. Halperin) of this process significantly increases efficiency; muscles voluntarily training in relaxation skills, removal of psychological "clamps", emotional setting status etc. Of course, correction work is important for both the main defect and the joint disease can also lead to secondary diseases caused by the defect. If correction is not possible, compensatory tasks appear (blind people formation of spatio-temporal direction, "teaching" of sensory systems, learning to walk on prostheses, etc.). And, finally, this or that defect, this or that disease is mandatory preventive requires work (solving preventive problems). For example, of a person limitation of mobility, urgent physical inactivity and hypokinesia require targeted measures to prevent diseases caused by does. Of course, all these tasks require one or another knowledge, skills (education tasks) are solved in the context of teaching; one or another personal of those involved training characteristics (educational tasks); their physical qualities and develop skills, strengthen leg muscles, improve posture and others (health restoration tasks). The process of social integration is closely related to the socialization of the individual depends, it is defined as a two-way process: on the one hand, the person learns social experience, on the other hand actively joins culture, values and reproduces the system of social relations, people around him, life affects conditions. Thus, the individual not only adapts to the social environment, rather, it "overcomes" a certain social space.

It is important to distinguish between socialization and education .

First, socialization is understood by most experts as the process of "growing" a person into society, and it continues throughout his life . Education is a time-limited process. Secondly, the socialization of a person is constantly changing and often it happens under the influence of the whole environment, which cannot be predicted. How however, it is impossible to plan the socializing effect of the surrounding reality and even their impact can be predicted in advance. Education is for the younger generation a conscious, systematic, methodical process of influence in a certain direction. For education The main responsibility for this process is interpersonal, which is not necessary for socialization (occurring between at least two people) of the student responsibility towards the student. Students learn social norms and values for socialization ("absorb"), sometimes without even realizing it, a metaphor such as "soul", "air".

concepts are important. Physical culture and especially Adaptive physical culture The socialized role of this social practice is deep in the basic human qualities and with its comprehensive impact, developing it physically and spiritually explained.

Adaptive physical education is very important for the health of the disabled and people with disabilities has different effects. For example, adaptive sports are conscientiously winning and teaches how to lose, help in physical and moral development and improvement gives, forms nobility and diligence, distracts from bad habits; This forces you to think in a tense, sometimes extreme environment, self-discipline teaches a person to practice, for his own interests and for the interests of the team subdues.

A person engaged in any sport must clearly regulate his behavior (statutes, competition rules, procedure, etc.) will be affected, sport takes an active part in the life of his community and thus is brought up as an active public figure. Sport creates socially important motives for activity . In sports, various teams (public organizations, associations) were established working from teams to international associations, federations and associations went, their activity reached a large scale, system and regularity. All this is a different social role for the participants of sports activities of disabled people and it is good for them to have functions and in general to socialize them creates the ground. The main authority (the most important factor) of socialization is the family. Family is first important for attitudes, behavior, emotional and motivational behavior receives instructions and habits. According to many authors, the process of self-identification of the child in the body is early childhood and preschool age and ends at the age of 6-7. behavior and sensory stereotypes is formed. This is the psychosomatic health of school teachers efforts aimed at strengthening often lead to ineffectiveness. In fact, a child consciously and unconsciously perceives many relationships of parents, grandparents, brothers and sisters. At the same time, his the importance of the relationship between mother and child in the first years of life It has been constantly shown, but this "house" is related to human development and mother and Pestalozzi's principle of decisive influence on the relationship between children is a "delayed" confirmation (E.Menberg, 1995). In addition, the family affects other situations of socialization: the child which school he studies in, which peer group he joins, which union joins - all this is determined by the family. Thus, the family is different as an initial example of socialization ways to the child's physical activity and attitude to physical activity can influence and contribute to or hinder physical socialization possible

This leads to two important conclusions for the adaptive physical education specialist.

1. With the family of disabled and disabled children (primarily with parents) Believing in the great healing power of the movement, it is necessary to carry out serious work.
2. Rehabilitation with such children as early as possible from the first days of life to get the maximum effect from activities, as well as the family it is necessary to reduce the positive social influence on psychosomatic development. One with the family In

addition, school is the main example of socialization of children, teenagers and girls. School is an environment where the formation of a person takes place, it is inseparable from his cultural personality part. Here it is with new important criteria such as striving for success, competition they know For adaptive physical culture, not only students are mobile to learn skills successfully, but also to acquire social skills It is also important how the contributing processes are successfully ensured. There is a lot to acquire motor skills and physical health of children here reasons and means are favorable conditions for acquiring social skills. This is especially true of children with intellectual disabilities when you leave

If in the curriculum approved by the educational department, basically every academic there is information about the purpose and materials of the educational process for science if there is, then an informal, hidden plan is given to the students, the rules of behavior in society, basic knowledge about existing norms and generally accepted customs will give.

The usual thing at school can force a student to do something he doesn't want to do . A typical example of an unconscious socialization method for children can be called school rituals - this is the external appearance of certain actions. A classic example of school events is a sports festival. Students' natural activity, spontaneous expression of their needs and demands Another example of the "achievements" of the hidden curriculum that it contains

- these are children lessons taught and most importantly, keeping quiet in the classroom or gym. All these examples show how important the "environment" of the school is, of the teachers once again confirms his ideas about personal qualities, social-normative behavior for children's socialization. Therefore, for example, school students based on the philosophy of Olympism good ideas of education, but they are only conducting "Olympic lessons". can be reduced to practical use, but the whole system is "Spirit of Olympism" not filling with, as a rule, does not lead to the expected pedagogical effect. Adaptive physical culture has its strong socialization potential is, and now is constantly rationalization, technologicalization and special education encouraged to counter informational trends should help to humanize. Humanization of education requires consideration, development and reproduction of a person as a whole being , as well as development and development of all abilities of his soul - healing, hope, sympathy, sense of beauty, metaphorical and emotional attitude to the world .

And this means that the science created by the theoretical sciences, the rationalist model of the world, as often happens, should be part of education and not all. Education as a way of life it should be personal - spiritual and physical (V. Kutyrev, 1998). The global informatization and computerization trend balances this can break.

There is a danger that we will soon have to justify the advantages of our reality compared to the virtual ; compared to narcotic and techno-combinatorial enjoyment in movement, food and drink, love and creativity. We restricting children to "dandyism" and other mind

games, not to computers, we have to learn to play with each other. Adaptive physical culture is one of the most important factors of the educational and cultural process and serves as a universal tool for its humanization. because it increases the human personality in their physical and spiritual unity it helps to improve their quality of life. In the process of learning adaptive physical culture, a person not only socializes and is formed (strengthens and improves residual health, its corrects its shortcomings, develops compensation mechanisms, various social occupies roles, functions, etc.), but itself "shapes the world and creates". "- initially defines himself, his understanding, outlook creates a sense of peace, creates and builds its activity, social environment. To the two most important situations of socialization of the person - family and school in addition, an Adaptive physical education specialist is cultural (especially creative, performing artistic, musical, body-oriented practices), society (the influence of mass media), important factors such as social connection should take into account. gender, peers and other factors.

In conclusion, we emphasize that both the teacher and those involved The subject of professional activity in adaptive physical culture is health care and (or) purposeful solution of these tasks when working with people with disabilities is to do.

SUBJECT 3. ADAPTIVE PHYSICAL EDUCATION THEORY AND ORGANIZATION OF EDUCATIONAL DISCIPLINE AND AN IMPORTANT FIELD OF SOCIAL PRACTICE

As a direction of adaptive physical education

Since January 2000, adaptive physical education (AJT) is one of the components of the specialty of scientists (13.00.04 - "Physical education theory and methods, sports training, rehabilitation and adaptation physical education"). This is the essence of physical culture, its overall performance aimed at the laws and comprehensive development of people use, including health condition and (or) disability is a component of people's knowledge system. To visually see the field of adaptive physical education scientific problems we use the Cartesian coordinate system of the geometric image (Fig. 3).

Parts (types) of adaptive physical education - adapted physical education (AJT), adaptive sports (AS), adaptive movement recreation (ADR), physical rehabilitation (JR), creative (artistic musical) body-oriented practices (KTOP), extreme types (at home). In the second axis, the type of disease or disability (profile, nosological group) - vision (Z), hearing (CL), musculoskeletal system (ODA), speech (R), intelligence (I), psychiatry (P), somatic diseases (S3), a combination of various diseases (SP3). Third: The third age (age) of human life.

a comprehensive approach to the study of the problems of adaptive physical education

, it is not only the generalization of the achievements of various disciplines, but also the disabled It is very important to create a single concept that avoids eclecticism, one-sidedness, absolutization in the conclusions of certain sciences, and in most cases adds their contradictory conclusions to a single logic of development . a person with limited functional capabilities improve. type of disease component AJT Development of methodological bases of adaptive physical education in this field fundamentalization of education is one of the most important demands of today. The most relevant directions of the theory of adaptive physical education are adaptive sports, adaptive movement relaxation, creative (artistic musical) practices focused on the body, extreme types of physical activity, etc. Theory of adaptive physical culture as a science. Adaptive physical culture content, structure, functions, its purpose, principles, tasks and tools, especially the activities of students and experts in this field learns; develops conceptual hardware as well as adaptive physical goals, tasks, methods, content of different components (types) of education learns about different types of people with disabilities , including those with disabilities bases its new types and forms aimed at meeting the needs and will try in practice. One of the main problems of the theory of adaptive physical education is the limitation of opportunities needs, motives of people with health and disabilities, interests, values, their personality and individual characteristics is a learning problem; From means and methods of adaptive physical culture using the axiological

of life for a certain category of the country's population the problem of studying the process of formation and adjustment of the concept. The theory of adaptive physical education and other areas of science and practice of society - with health care, education, social security, physical education and others to reveal their complex relationships, as well as to accept people with limited opportunities as valuable and creative equal members of the society should develop technologies for formation of readiness. of human activity a wide range of potential. The most important problem of the theory of adaptive physical education is physical exercise in the process of studying mental, moral, aesthetic, labor education features.

Adaptive physical education as a science

Due to the fact that the term "adaptive physical education" appeared in Russia only in 1995, different interpretations of the characteristics and discipline of the work of specialists in this field of social practice have not yet been found. due to adaptive physical education physical education, medicine (including preventive medicine), corrective pedagogy, valeology and other sciences, fields of knowledge and practical it is necessary to determine the main differences between activities. As the name suggests, Adaptive physical culture is based on the classical or general theory and methodology of physical culture, and in relation to it acts as a more general (general) phenomenon. However, from the main discipline In contrast, Adaptive physical culture is the basis of its knowledge and influence as an object, not healthy, but sick people, including people with disabilities will consider. It should be said that Adaptive is the future in the field of physical education The object of the specialist's activity is specific functions for a long enough time a category of population that has lost and is often eternal (for example, limbs amputation, surgical removal of the affected limb, etc.). Adaptive physical culture is one of the divisions (types) of general physical culture. differs, it is called rehabilitation or therapeutic physical culture (Matveev LP, 1983) or movement rehabilitation (Vydrin V. M., 1985). For example, physical special dedicated to the analysis of the main concepts in the theory of education BV Evstafiev (1985), who dedicated the monograph, is the main goal of this section as "temporarily lost functions after illness, injury, etc "Recovery". Going forward, we will include Adaptive Physical Education as well as Adaptive Physical

Rehabilitation (for the disabled and disabled). In this case, physical rehabilitation, for example, in working with amputees with disabilities preserved limbs, internal organs, sensory systems, etc can be used to restore temporarily lost functions, but this There are endless opportunities for people with disabilities to participate in other ways. The rule physical training and sports, which have been neglected by experts types and forms of training (doctors, psychologists, teachers, social workers, lawyers, etc.).

According to the ideological and worldview system formed in our society, ministries and regional organizations for health care, social security and education and need to work with the disabled and the permanently disabled. As for the field of physical culture, it was aimed at healthy people (or as an exception)

temporarily lost certain functions and this type of culture is the most developed in theory and practice of sports. As for the department, it was provided in general. Not only healthy, but active active activities of talented people. In this regard, physical culture attention to something that clearly confirms the priority of a certain category of the population let's look. Even the famous domestic theorist of physical culture LP Matveev In the department of health restoration, sports rehabilitation is called the second stage, and this is it "functional and adaptive abilities of the body that occur during sports helps to recover (decreases due to overwork, and other reasons)" training, that is, here we are talking about the rehabilitation of athletes.

If the "physical education" and "sports" specialties of the last decade if we refer to educational plans and programs, and since 1994, physical education knowledge, skills of graduates of universities and physical education departments directions of "physical education" that are a unique model for their content (pedagogic institutes and universities culture) almost all disciplines including both only information about health in biomedical and psychological pedagogical cycles it's easy to make sure it exists. Exceptions are two disciplines - physical therapy and sports is medicine, they are mainly diseases specific to sports activities and they study injuries. Medical contraindications for applicants of physical education universities it is appropriate to remember the list, which is with other higher educational institutions compared to the health requirements for university students in this direction determines significantly. This list includes those with disabilities, both physical and emotional blocking the way to physical education universities for people with limited opportunities put and almost from the information about healthy and able-bodied people to get this information for those who want to dedicate the content of education significantly reduced the motivation. his life with the disabled work as a full member of society.

The above-mentioned are physical in the field of physical education in Uzbekistan only healthy people, usually past and present, do most of the training athletes adopted and healthy and motivated talented children and adults to come to the conclusion that it is focused on the activities of specialists working with allows.

Such indifference to the problems of people with disabilities comes not only from the position of representatives of the field of physical culture, although they are the main initiators of expanding the sphere of influence in the society of physical culture. needed, it was to justify and prove their real social importance . *1 The social importance of physical culture is that it plays an important role in the development, maintenance and provision of physical, mental, moral and spiritual health of the population . LI Lubisheva said that in the critical situation existing in the social sphere, physical culture helps people cope with unfavorable living conditions can be an important contributing factor.* However, the issue here is more complicated than it seems at first glance. In the current situation , insufficient development of the theoretical and conceptual problems of physical culture of people with

disabilities , and failure to remember the ideological and worldview systems play an important role. Analysis of local and foreign literature on health problems AVSakhno's (1993) analysis of his "human health" and "human disability" that an impenetrable wall has been built between the concepts and these concepts allowed to discuss about. in a relationship that is not unique to each other have been In particular, it is defined in the charter of the World Health Organization The concept of "health" is "a state of complete physical, spiritual and social well-being, not only not the absence of diseases and physical defects", but with "absolute health". is defined and naturally does not allow thoughts. to have the health of the disabled about the opportunity, because he or she has a (physical or mental) disability. of the question such formation is, in fact, a person's reasonable physical activity or physical education health care and healthy organized in a more generalized form Many people in the lifestyle reject people with disabilities. This to check in a school, college, university, a certain sports department and even participating in physical education training to participate in competitions given by a doctor, who wants to participate in physical training should determine the appropriate level of health care. (for sports activities) Thus, those who have limited opportunities due to a number of objective conditions and subjective evidence in the field of medicine, where the direction of "rehabilitation" has recently appeared independently found.

The concept of "rehabilitation" includes: functional restoration or compensation for something that cannot be restored, adaptation to everyday life, and familiarization with the work process of a sick or disabled person. It should be noted that medical rehabilitation is the restoration of the patient's health and

the necessary adaptation, re-adaptation or re-training of the victim mentally. includes therapeutic activities aimed at preparation (Sakhno AV, 1993). That's it along with rehabilitation by various medical specialists to date There are different concepts about the essence. Thus, neuroscience, therapy, rehabilitation in cardiology primarily means various treatments (massage, psychotherapy, therapeutic exercises, etc.); in traumatology and orthopedics - in the prosthesis; in physiotherapy - physical treatment; in psychiatry - psycho and occupational therapy. All these rules, taking into account a particular medical specialty, very clear, but they are, on the one hand, the goals, tasks of rehabilitation, reduces means, methods, organizational forms, their illness or disability depending on the profile, it clearly directs to those accepted in the official health care system. the role of the movement and in general the physicality of the person involved in this process do not underestimate the culture; and on the other hand, they are only medical rehabilitation once again that they are outside the scope of the hospital-medical paradigm confirm.

second one, which has been criticized several times, the main goal of medicine is to treat certain diseases in hospitals, clinics, sanatoriums, rehabilitation centers under the guidance and control of medical specialists with the help of medicines and medical equipment, to maximize human vitality. Not the level of development

(healthy, sick, disabled), his body, motor and mental abilities, issued by nature and present in the process of life (or the rest) (Brechman II, 1987, 1990, etc.). Thus, in contrast to adaptive physical culture, medical rehabilitation is aimed only at restoring the impaired functions of the body, making the patient or disabled person a person himself in new conditions that require more activity and independence from a person cannot be maximally expressed. In addition, in rehabilitation the tools used are somehow aimed at traditional medicine - medical equipment, massage, physiotherapy, psychotherapy, pharmacology, etc., natural not to factors - movement, healthy lifestyle, balanced diet, hardening and others. "Drunk" who had success in treating previously incurable diseases the field of traditional medicine has significantly expanded, death and Maintaining "sight" is the main task of serving people focused on such "fields" as valeology (I. Brekhman, 1987, 1990, etc.) and preventive medicine (Gorbenko PP et al., 1995, 1996). However, it should be noted that valeology deals with patients unlike medicine, about the health of healthy people, as well from information about those who have a disease or have risk factors consisting of II Brekhman, the authors of its appearance and is one of the initiators. as if chronic patients with inertia and excludes disabled people from among the people it is intended for. Of course, he, as usual, according to tradition, forgets this category of the population, but believes that there is no need for valeology and a valeological approach to life in general. As you can see, it paradoxically arose in the field of physical culture the situation is repeated here. The need for both valeology and physical education Perceptive people are overly exposed to their conceptual schemas they are coming.

As for preventive medicine, of course, it is to improve the population of Uzbekistan recognition of its enormous role, especially given its current status, it still is It should be noted that medicine: 1) The main goal is certain diseases prevention; 2) Work by state - to medical personnel; 3) In terms of funds - different various drugs, recreation and rehabilitation complexes, etc. If we analyze the technologies of preventive medicine: various drugs and consumption of herbal preparations, music audiovisual therapy; diet therapy; biosaunas, hydromassage, solarium, etc., their ecological medical direction it will be clear. Thus, the possibilities of modern preventive medicine for the disabled are unquestionable Emphasizing the benefits of adaptive physical education for people with disabilities This type of culture and tools are the basis of socialization attraction, his adaptation to work or retraining and, in general, self-development, self-expression and self-awareness. Among the disciplines that use movement in working with different contingents of the population The role of adaptive physical education. He has health problems and has limited opportunities to other disciplines that deal with people's problems (diagnosis, as for oligophreno pedagogy, speech therapy, etc.), sports and sports activities some parts are hardly used. This is the subject of these disciplines, obviously explained with goals, tasks, means and methods.

The same can be said about a number of disciplines that take into account the individual components of health care and healthy lifestyle . For example, hygiene research on the place of residence, dietetics - mainly medical

nutrition and Others . Returning to the problem of training specialists to work with people with disabilities in the field of physical education, here are the first steps it should be noted that, although some experiences are few, scientific articles and educational materials have been published. Since 1995, the Saint Petersburg National State Physical Education, Sports and The theory of adaptive physical education in the health university in Russia and first department of methodology (1995), faculty of adaptive physical education (1999), Institute of adaptive physical education (2010) PF Lesgaft.

Adaptive physical education as a field of social practice
Description of the object of pedagogical activity in adaptive physical education

Activities of specialists, bachelors and masters in the field of adaptive physical education that the object of health care is people with disabilities, including those with disabilities taking into account, we will consider their characteristics in the most general form. To these of vision, hearing, speech, musculoskeletal system, intelligence, central and complex (combined) damage to peripheral nervous systems persons with forms are included. They are also age and gender characteristics, severity and structure of damage, differences in the time of its appearance, to the causes and nature of the disease, the body's therapeutic and has reactions to the effects of rehabilitation, medical prospects and forecasts. Complete or partial loss of vision affects the spatial image of the environment, to the violation of emotional knowledge of the world, self-control and self-regulation leads to Children have a number of co-morbidities: minimal brain dysfunction, pyelonephritis, diseases of the respiratory and cardiovascular systems, neurosis. In addition, the following secondary diseases for such children characteristic: curvature of the spine, leg deformity, insufficient development of respiratory muscles , weakness of the muscular system (LN Rostomashvili, LI Solntseva).

Complete or partial loss of hearing limits external information, disrupts the perception of its meaning, complicates communication, complicates the conditions of psychomotor development, causes stress reactions, up to the complete loss of speech. For the field of movement, the accuracy of movements, static and dynamic balance, spatial orientation and the ability to absorb this or that rhythm of movement are normal (BV Sermeev, NG Baykina). In children with the consequences of cerebral palsy (cerebral palsy), the motor area is most affected: coordination of movements, ability to support, balance, spatial orientation, muscle tone (hypertonicity); development of contractures, muscle atrophy, locomotion lack of formation, low work capacity, fatigue (EM Mastjukova, KASEmenova, LOBadalyan). Each type of lesion has the usual accompanying diseases, secondary diseases, preserved functions and systems of the body have

characteristics that should be taken into account when working with this category of citizens need

Life-long acquired disabilities and permanent loss of function are common accompanied by psychological complexes: weakness, loss of self-confidence, passivity, in some cases selfishness, egocentrism, relatives and ex at work aggression towards colleagues, and sometimes antisocial actions. Slowing down (retardation), child's movement, game, emotion in disabled children and natural needs for communication are reduced. All this complicates the process of their education and training, from the point of view of their healthy development and the physical development and physical fitness of their peers. or will cause it to be behind for a longer time. Not only in children with mental retardation (mental retardation). developed neuropsychiatric functions, but also the cardiovascular system, gastrointestinal tract tract, bone, muscle, endocrine, sensory systems, as well as higher mental functions: speech, thinking, attention, memory, emotions. Body in children with leg amputation (or congenital underdevelopment). weight, vascular bed, receptors are reduced, support and walking functions are disturbed, coordination of movements is disturbed. Amputation or absence of limbs is central regulation of the body decrease in functions, degenerative changes of neuromuscular apparatus , leads to metabolic diseases, disruption of autonomic functions: blood circulation, breathing, digestion, etc. It's all physical and mental leads to a decrease in the rate of development, a positive deficiency. emotions, changes in consciousness, behavior, social activity. A brief description of the object of pedagogical effects is characteristic of all nosological groups allows us to distinguish the most typical movement disorders:

- a forced decrease in motor activity as a factor of hypokinesia, this is motor activity decrease in size and intensity, energy expenditure for muscle work appears with a decrease;

- deterioration of vital physical qualities: muscle strength, speed, movements strength, endurance, dexterity, joint mobility;

- violation of the position, legs, spine,

- muscle corset weakness;

- violation of coordination ability: speed of reaction, accuracy, speed, rhythm, micro and coordination of macro actions, time and space of actions differentiation, balance and resistance to vestibular stimuli, orientation to space, relaxation, etc., which negatively affects the quality of these actions (incl main locomotives - walking and running), education, work, household, sports necessary in training (LV Shapkova).

Thus, the state of health, characteristics of physical and mental development, secondary diseases caused by the primary defect and mandatory general information about the factors of hypodynamia is given. This diagnostic indicators are guidelines for the development of various adaptive physical education programs can serve as

SUBJECT 4. THE FUNCTION OF ADAPTIVE PHYSICAL EDUCATION

At present, he is engaged in professional activities, including in the field of adaptive physical education requirements are called professional standards. Several types of professional activities are carried out in adaptive physical education, the main ones are:

- pedagogical and coaching;
- methodical;
- sports;
- organizational.

Requirements for pedagogical and coaching activities are defined in the following professional standards: "coach, adapted physical education and sports

teacher" and "coach"; methodical

- in professional standards: "methodist instructor"; to sports: "athlete" and organizational: "head of sports and sports organization", "sports referee" and "companions in need of social protection". To date, the first five professional standards are all in our country professional standards have a unified structure, which includes:

- type of professional activity, its main purpose, group of professions, economic activity general information describing the type;

- generalized labor functions and their composition included in the professional standard functional map of the type of professional activity, where labor functions are described;

- names of possible positions, requirements for education and training, practical experience, special conditions for employment and additional features (name of the main group, position (profession) or specialty), as well as each a description of generalized labor functions with a detailed description of work. included in the generalized function. A description of each labor function, in addition to its name and origin, labor each labor movement, necessary skills, knowledge, etc. included in the function characteristics (for example, how the qualification categories are organized - second, first, highest) will be considered.

Professional standards are the basis for the development of new job descriptions, new methods of moral and material motivation of employees, and certification for assigning qualification categories to them .

Staff of organizations from all job titles included in professional standards in drawing up schedules, as well as in labor contracts, in relevant fields Approved by the Ministry of Health and Social Development of Uzbekistan uniform qualification of the positions of managers, specialists and employees positions included in their references can be used. Rate qualification full transition from features to professional standards to an effective contract completes.

Specialists in adaptive physical education, bachelor's and master's major knowledge in three directions: physical education, medicine and corrective pedagogy and are formed according to their constituent disciplines (Fig. 4). One of

the effective methods of simplifying labor activity, practical skills and professional standards is to consider the pedagogical activity of an adaptive physical education specialist from the point of view of general management theory.

Application of this approach in the analysis of pedagogical events in the field of sports idea was expressed by many scientists (VM Dyachkov, Yu. V. Verkhoshansky, VMZatsiorsky and others). Adaptive physical pedagogical process in management science called "Cybernetics". any complex dynamic systems that can be included in education such an algorithm is being considered for management. Control in cybernetics is the purpose of the control system of structural elements of the controlled system to change its function the effect on the situation is understood (N. Wiener)

For this, you need an individual program of rehabilitation of the disabled or it If not, you should consult your doctor. The reason for the limited capacity is or constitutes the main problems (main defect) of a person degree of injury, concomitant diseases and secondary abnormalities, medical contraindications and restrictions on motor activity are determined. Also medical using pedagogical test methods, state of safe functions, physical level of development and physical fitness and basic functional systems characteristics are determined. Characteristic features of the person, his general direction, temperament It is very important to determine the characteristics and others. The next step in the process of managing pedagogical activity is managed there should be a stage of describing the final state of the system. This step is control displayed by the target block. In the most general form, the goal of management is the physicality of the student's personality formation of cultural values, personal development, socialization and integration into society, that is, typical of modern socio-economic conditions can be formed as an introduction to the existing lifestyle. Determining the management goal should be mandatory active participation

of the students themselves and (or) their parents, taking into account the last (final) values of life, opportunities for professional activity, cultural development, family and household characteristics and other factors. The control system (teacher) in the diagram includes three blocks - modeling, pedagogical tasks and management actions. The modeling unit includes the procedure for predicting and planning the dynamics of individual indicators that allow to solve the defined management goals .

Concretization of management and planning goals by the teacher of people with health and disability status and prognostic information pedagogic, which should be based on the analysis and consideration of the current situation performed in a task block.

Pedagogical tasks, regardless of the nature and degree of a particular disease, all should be aimed at correcting the personal development of individuals; sensory

systems correction; correction of movements and autonomic functions; physical qualities and abilities development and improvement; correction of coordination ability and development; prevention of passing diseases and secondary anomalies and correction; vital and by compensating for missing functions and organs development of important professional qualities.

Defects in health care and people with disabilities in control activities methods of training, development and improvement of a person are collected.

First of all, the needs of the student in the implementation of control actions must be determined, in which it is first satisfied and accordingly adaptive it is necessary to choose the priority type (component) of physical education: adaptive physical education, adaptive movement recreation, adaptive sports, physical rehabilitation, creative (artistic musical)) and extreme types of movement activity. Training, development, training, correction, compensation, prevention, etc. based on selected priorities. Teaching methods, tools, methods, teaching methods is determined; forms of organization of lessons; values of individual psychophysical loads - direction, duration, intensity, rest intervals, etc.

As a result, a program of control activities for students should be developed, they are educational , it is carried out in educational and competitive processes.

The technology of exposure to the object of inspection makes the student actively aware of himself refers to involvement in development activities and only teacher and adaptive subjective between the person who participates in physical training should be based on the theme of the relationship. In other words, the second is pedagogical should be an active partner in the process. The complexity of the object of control in adaptive physical culture, measured by various exercises in the state of health, is one of the central areas of control. offers corrections and blocks of actions. Control of the correct execution of motor actions that do not lead to errors; observing the external signs of fatigue involved (skin color, sweating, breathing rate, etc.); Biomechanical, physiological and other characteristics of student activity technical means are necessary to obtain objective information about a very important role in the selection of corrections and the implementation of the management process plays

The information received during the control process is sent to the control target unit and to all blocks of the management system: modeling block, pedagogical tasks serve as a basis for making corrections to the block and control action block does (see Figure 5). To manage pedagogical activity in the process of adaptive physical education If all the procedures are followed correctly, then life is the result of management quality improvement, progressive personal development of students, physical the improvement of attitude to educational values and axiological of their life can be expected to "penetrate" the concept. At the same time, health, functional condition, physical development and physical fitness of students indicators are expected to improve.

SUBJECT 5. MAIN COMPONENTS (TYPES) OF ADAPTIVE PHYSICAL EDUCATION SELECTION OF COMPONENT PARTS (TYPES) OF ADAPTIVE PHYSICAL EDUCATION CRITERIA

Professional activities of adaptive physical education specialists: coaches, adaptive physical education and sports teachers, adaptive physical education teachers, teachers, tutors, heads of youth sports adaptation schools (DSS), etc.) are carried out in various fields. can be increased. social sphere: physical education and sports, education, social protection, health care, culture. First, adaptive physical education specialists are involved in physical education and sports, education and is in demand in the fields of social protection.

The main institutions where adaptive physical education specialists work and consider organizations.

1. Institutions and organizations in the field of physical education and sports.

Adaptive physical education and adaptive sports in our country today The main organization of the work is the Youth Sports School. This is a sport for the deaf disabled sports, sports of people with musculoskeletal disorders (PODA) and is a sports department for people with mental disabilities (LIN), start from the beginning provides sports (sports discipline) for specialization. teaching

In the first stage - sports and fitness - the main task is the disabled or disabled is to compensate for the lack of movement activity of children, which is common here developmental exercises, open games, physical therapy complexes and adaptive sports elements are used.

In addition, following the principles of an inclusive approach to education, adaptive sports departments can be opened in a number of sports organizations:

- in general educational organizations, special secondary and higher education institutions in circles and sections;

- in sports schools for children and teenagers (teenage sports school);

- Republican children's and teenagers' Olympic reserves in sports schools;

- in regional and city sports training centers;

- Economized children and teenagers in the schools of Olympic reserves in the regions

- National teams of Uzbekistan in the sports training center and sports reserves in the training center

2. Educational institutions and organizations: eight types of special (corrective) educational institutions;

- special (corrective) pre-school educational institutions;

- primary, basic and secondary general education of students of special medical group institutions; secondary special vocational education and higher education among students of special medical group institutions;

- Adaptive physical education youth clubs;

- in palaces, youth creative houses and additional educational institutions for children adaptive sports departments;

- youth by state authorities and local self-government bodies, teenagers and teenagers in sports schools, general educational organizations clubs and sections, special secondary and higher educational institutions.

3. Institutions and organizations in the field of social protection. In this field, adaptive physical education is provided in orphanages and boarding houses for children with disabilities, neuropsychiatric boarding schools, rehabilitation centers and comprehensive social rehabilitation centers. These institutions and organizations provide adaptive physical education, adaptive sports, adapted movement rest, physical rehabilitation and Adaptive physical they conduct trainings on other types of education. In addition, specialists in adaptive physical education health care they can work in rehabilitation centers and other departments.

SUBJECT 6. ADAPTIVE PHYSICAL EDUCATION TOOLS

The complexity and ambiguity of the concepts discussed in this chapter considering that the terms "method" and "method" should be clarified and defined. In this textbook, a tool is what a person does to achieve certain goals what they are doing, how they (through this) affect the subject, transformation goals It is understood that it is provided with (tasks). Tools are intellectual, practical, can be materialized (reasonable).

A method is a way to achieve a goal, any way to solve a stated goal the method of using the tool, how (how, how) this effect is done. In pedagogy, this is a method of interaction between a teacher and a student with the help of which goals and tasks are achieved. As noted by LP Matveev (1991), the term "physical exercise" has two meanings in the theory and practice of physical education

They are, first of all, physical education define some types of motor actions developed as a tool; secondly, it is organized according to well-known methodological principles and is actually a "method" the process of repeated repetition of these actions. In order not to confuse these values, it is recommended to include a terminological explanation is done: in the first case, the term "physical exercises" should be used, in the second - "method (or methods) of physical exercise" (Matveev LP, 1991). This explanation applies to the following terms: "word" (means) and "oral method" or "word method" (method); "Ideomotor exercises" (tools) and "ideomotor training method" (method); "Psycho-regulation exercises" (tools) and "psycho-regulation exercises methods" (method).

Requires clarification and concepts: "techniques", "simulator", "inventory", "equipment". On the one hand, a technical tool is physical exercises performed with its help sports equipment, sports equipment that determines the essence (wheelchair for the disabled, sleeper, slide, etc.) can be. In this case, the technical tool is a part of this exercise

and is an integral part of the natural preparation and competitive activity of the disabled person.

On the other hand, technical tools facilitate the learning of motor movements and physical qualities of people that cause physical problems and artificial conditions for performing exercises to develop abilities can act as a simulator that provides

Therefore, in the first case, the term "sports equipment" should be used, and in the second case, the term "simulator" should be used.

Physical exercise . The main tool of adaptive physical education is physical exercise is a special type of activity, with the help of which the impact is directed to the student conducted and educational, educational, developmental, corrective, compensatory and preventive tasks are solved.

In addition to the main tools, physical exercises, additional in Adaptive physical

culture (general pedagogical, sports medical and their specialized types) and auxiliary means are used.

The main means of adaptive physical education - physical exercises are fully described in textbooks on physical education, physical education, theory and methodology of sports . comprehensively described, they are considered in detail: the content of physical exercises and form, methods of exercise, types of exercise and rest, biologic factors etc. laws of human adaptation to physical activity, movement theoretical aspects of studying actions and many other issues. Physiology, in terms of anatomy, histology, biochemistry and other biological sciences detailed discussion of human adaptation to physical loads Undoubtedly justified, because the theory of adaptation is the theory of sports training the basis, the basis, is the formation of a person's physical fitness.

At the same time, the effect of exercise on a person is never only his biological is not limited to the field, it refers to the psyche, consciousness, behavior. Physical real material and mental events that occur during the exercise unity, from the point of view of materialistic dialectics, only their content is based on unity can be interpreted correctly.

SUBJECT 7. ADAPTIVE PHYSICAL EDUCATION METHODS

In pedagogy, a method (from the Greek metodos - a way to something) is a way to achieve a goal, teaching, education and development of teacher and student at a certain level organized activities aimed at solving problems. In physical culture, the method is a system of actions of the teacher (teacher, teacher, trainer) developed taking into account the pedagogical laws , the purposeful use of which makes it possible to organize the theoretical and practical activities of the student. It gives knowledge, movement, development of physical qualities and personality provides formation of features.

A methodological device is the implementation of a certain method in a

certain pedagogical situation method. Acceptance is an integral part of the method. In the theory of physical culture, methodology means the following:

- in the narrow sense - a variety that ensures the successful completion of individual exercises set of methods;

- in a broad sense - not only methods, but also forms of organizing lessons, for example, combination of physical education methods in educational institutions (Kuramshin Yu. F., 2003).

There are three groups of methods in adaptive physical culture:

- training;
- development of physical qualities and abilities;
- education.

Teaching methods

in the theory of physical culture (Kuramshin Yu. F., 2003) and Adaptive physical culture (Shapkova LV, 2005), teaching methods are usually provided by two groups made by:

- formation of knowledge;
- study of movements.

Currently, such separation is impractical for the following reasons.

First, because of the division of teaching methods into these groups, in both groups despite the clear and inevitable repetition of a number of methods, to their own emphasizes their uniqueness and even leads to their resistance. This is actually not the case. The assimilation of knowledge, the formation of actions and concepts is mental the formation of phenomena is determined and external, objective and internal, mental activity based on the most important rules of Russian psychology about unity, both in the case of having the same structure and entering into its distinct components goes to each other (LS Vygotsky, SL Rubinstein, AN Leontiev). Secondly, physical education of students who excel in the field of physical education which reflects the practice of theoretical training in training separation of teaching methods: "for the time allocated to the lesson", "damage to physical activity without giving", "doing exercises at an acceptable pace", "doing the task before", "without reducing the activity intensity of the lesson", etc., knowledge not to mention the shortcomings in the process of formation, but the main originality and admits its inferiority in essence. secondary role (Zavyalov LK, 1999). To this, in particular, in adaptive physical education, students' theory the requirements for training are higher than the requirements for physical education and the need for separate theoretical training using appropriate methods is more obvious cannot agree to it. These are people with health problems characteristics, the presence of diseases and sometimes limited opportunities, a certain age, Contraindications of people with gender and nosological groups, each disease specific characteristics of loads used for one type and many others related to the need to know things.

will consider teaching methods that can be used in the formation of both knowledge and motor actions and concepts . There are many classifications of teaching methods, among which the

following are chosen as the basis for separation: the source of information transmission and the nature of reception, the main tasks at this stage of education, students' cognitive activity nature and others.

However, the most complete classification of teaching methods was proposed by Yu.K.Babansky. Its classification includes any type of activity, including its organization, regulation and takes into account control (B. Ashmarin, 1999). Based on this teaching methods are divided into three groups (Babansky Yu. K., 1988):

- methods of organizing educational activities (Fig. 13);
- methods of stimulating educational activities
- methods of controlling educational activities and self-management

SUBJECT 8. ORGANIZATION OF ADAPTIVE PHYSICAL EDUCATION LESSONS

The variety of forms of organization and construction of physical exercises is divided into two groups: - lesson forms, - uncertain forms.

Forms of lessons in adaptive physical education Physical education classes are viewed depending on the nature of classification (G. Shitikov, 2003):

- according to the target direction of physical education: general physical education classes (general physical training), general physical education classes (any comprehensive general preparation for physical activity), relatively limited general physical education classes, specialized physical education classes, sports training training, practical training. physical training, medical classes in the field;

- in the main topic and programmatic content of lessons: highly specialized (unique) - gymnastics, athletics, swimming, sports, etc.; comprehensive lessons;

- Depending on the main aspects of the physical education process, they are highlighted or fully organized lessons: training sessions, according to a special educational direction classes, hygiene-oriented classes, corrective, compensatory or preventive directional lessons, joint lessons.

Adaptive physical education differs from the practice of physical education in three types of lessons divided into: 1) theoretical lessons, methods of using knowledge, for lessons motives and value orientations are formed;

2) instructor-methodical training, in which various mental, cognitive, motor actions, sets of exercises, physical culture and sports training technologies are used to the extent that allows the student to perform independently without the guidance of the teacher ; 3) all forms of organization and construction of the lessons listed above practical training.

By students or parents in physical education classes at home and a home of a theoretical and practical nature conducted at home with the help of relatives tasks are given great attention.

Incorrect forms in adaptive physical education

Inappropriate forms of organization in physical education classes spread:

- morning exercises;
- introductory gymnastics (before classes, lectures and work);
- sports breaks and minutes;
- sports entertainment (games, skating, cycling, etc.);
- walks, walks, competitions, etc.

These classes can be:

- episodic, one-time (for example, walking, sports entertainment, competitions);
- systematic (introductory morning gymnastics, exercise minutes and pauses, hygienic walks etc.).

There are many activities that are not related to the lessons. They are in the spotlight, in tasks, composition and structure, composition of practitioners, regularity, time, conditions, as well as whether they are under someone's guidance or independently depends on the transfer.

SUBJECT 9. PRINCIPLES OF ADAPTIVE PHYSICAL EDUCATION

Principles of adaptive physical culture, its theory, initial ideas and As the main basis of activity, Adaptive physical culture theory and organization (2003) the first edition of the study guide "2003" by professor LV Shapkova It was done when the publication was prepared. He distinguished three groups of principles: social, general methodical and special methodical - development of physical culture of the person principles, didactic principles, laws and forms of education, physical education general pedagogical principles of theory and methodology, physical education pedagogical principles, foundations of valeology, rehabilitation of mental patients, special pedagogy and psychology, medical pedagogy, children with abnormal development correction of movement disorders. It was necessary to form a conceptual terminological apparatus of adaptive physical culture , to determine its essence, potential possibilities, and to choose concepts in the field of this issue and professional activity (in the formation of the thesis of adaptive physical education), it was necessary to analyze the principles of different fields of knowledge. Objective difficulties in the formation of such a thesaurus, as three areas of knowledge are combined with an adapted physical culture, they are in the usual tradition. According to them, they usually move away from each other, which is the terminology of each of them cannot affect the specific characteristics of the devices. This challenges are hard to overcome until the end and today. At the same time, it should be noted that the principles published by LVShapkova in 2003 and presented in subsequent

publications

objectively reflect a number of aspects of adapted physical culture, its limits and health basic theory that shows the possibilities of working with people with problems principles. (with the disabled, students with disabilities, chronic patients, etc.) and not only in the fields of physical education and sports, but also education, social protection of the population and others.

Accumulated experience in the use of adaptive physical education tools and methods and especially adaptive sports developed in the early 2000s specific correction and additions, as well as practical activities reflecting today's reality basis for the formation of new rules containing specific recommendations for creates.

The current state of adaptive physical culture is to distinguish groups of separate principles requires the need to determine the basis. The principles of the first group - the principles of rehabilitation - special psychology, exercises collected in special pedagogy, including oligophrenopedagogy takes into account Principles of the second group - pedagogical principles - adaptive physical education directing the specialist to use the vast experience accumulated in pedagogy and presented in its main departments - educational theory (didactics) and, accordingly, general methodological principles of education . The principles of the third group are the principles of physical education and sports, which reflect the specific characteristics of a person's adaptation to physical activity. and the development of the physical condition, due to the heavy work in the state of health taking into account the resulting factors.

SUBJECT 10. CONSTITUTIONAL CHARACTERISTICS OF ATHLETES.

Constitutional morphology and its definition. Classification of constitutional schemes. Relationship of knowledge about constitutional morphology with human physical development. The main parts - components of the human constitution: body measurements, proportions, composition of body volume. Variable types of body measurements. Total (general) and partial (part) measurements of the body. Body composition methods. Rules for conducting anthropometry and anthroposcopy. Tools used in anthropometry. An understanding of the proper development of the body structure. Types of body proportions, their changes according to body growth and development. Definition and classification of somatotypes, correlation with physical development. Body shape, its classification and anatomical bases. Symmetrical and asymmetrical structure of the human body. Height changes with age.

Constitutional morphology and its definition. Classification of constitutional schemes. Relationship of knowledge about constitutional morphology with human physical development. The main parts - components of the human constitution: body measurements, proportions, composition of body volume. Variable types of body measurements. Total (general) and partial (part) measurements of the body. Body composition methods. Rules for conducting anthropometry and anthroposcopy. Tools used in anthropometry. An understanding of the proper development of the

body structure. Types of body proportions, their changes according to body growth and development. Definition and classification of somatypes, correlation with physical development. Body shape, its classification and anatomical bases. Symmetrical and asymmetrical structure of the human body and others.

SUBJECT 11. MAIN COMPONENT PARTS (TYPES) OF ADAPTIVE PHYSICAL EDUCATION.

So, Adaptive physical culture is a type (field) of physical culture in health care, including the disabled and in society. This activity and its socially and individually significant results create comprehensive readiness for life of a person with health defects, including the disabled ; optimization of its condition and development in the process of comprehensive recovery and social integration ; it is a unique process and result of human activity, as well as all aspects and characteristics of a person with deviations in physical condition (physical, intellectual, emotional, aesthetic, moral, etc.) with the help of **physical exercises**, natural ecological and hygienic means are the factors of means and methods of improvement and harmonization

In adaptive physical culture , it is clear that the incompatibility of activity or referral to a specialist and only the physical (physical) components of the person are related to health defects. Here, first of all, to correct a person's defect, to develop the necessary compensations, to prevent diseases and secondary deviations caused by the main defect , or in other words, to comprehensively restore and integrate a person involved in the life of society, all aspects of adaptive physical education problems of attracting possible means and methods are played.

"Disabled", "disabled student", "disabled", "rehabilitation", "social integration", "lifestyle" concepts

According to the definition established in "On social protection of people with disabilities" (Federal Law No. 181 of November 24, 1995), **" Disability is a life- threatening condition caused by physical diseases, injuries, or defects ."** which leads to the restriction of activity and makes it necessary a person with a deficiency. Social protection. | For persons under 18 years of age - the opportunity is limited child" category is given . Personal medical and social examination by the state service is recognized as having a limited ability.

Students with disabilities have physical and/or psychological developmental disabilities, and special conditions approved by the psychological-medical-pedagogical commission is a person who prevents education without creating (December 29, 1997

"Law of the Republic of Uzbekistan on Education". Examination of children by the psychological-pedagogical commission is carried out based on the written application of parents (legal representatives). The Law of the Republic of Uzbekistan "On Education" and "On the National Program of Personnel Training" and intended for the years 2017-2021

In the Strategy of Actions for further development of the Republic of Uzbekistan set tasks and acceptance of the Republic of Uzbekistan on September 5, 2015 made - specified in Law Q on physical education and sports - psychological physical and (or) mental according to the regulation on the medical-pedagogical commission development and (or) in order to timely identify children with special needs Created. Deviation from behavior, comprehensive psychological medical-pedagogical examination and provision of psychological-medical-pedagogical support to them based on the results of the examination and organization of their education and training preparation of recommendations; previous recommendations for confirmation, clarification or replacement given Organization of education and training of students with educational content and disabilities conditions are an adaptive educational program, as well as individual rehabilitation for the disabled determined according to the program.

It should be remembered that children with disabilities and children with disabilities (students) are two different categories of children, and they may overlap. We note that they are identified (have the appropriate status) by different organizations : the first - by the State Service of Medical and Social Expertise, the second - by the Psychological-Medical-Pedagogical Commission, although parents (legal representatives) are in contact with both organizations. and if there are relevant indicators, may have the status of a child. A student with a disability and a disability.

In the practice of social (remedial) education, students with disabilities and those who need special education and upbringing are often not disabled, and on the contrary, disabled children study in regular (public) schools and do not use adapted educational programs.

Another term widely used in adaptive physical education. We are talking about the term " disabled people in the state of health" included in the names of the previous specialties, and now the direction of adaptive physical training. According to adapted physical education, this term is used by disabled people, disabled children and introduced as a generalized concept that includes children with disabilities and students with disabilities (persons with disabilities) . And students of special medical groups (students) and their health in general (chronic diseases, during rehabilitation All those who faced permanent deviations in the condition) then injuries, diseases, and therefore in Figure 1). Therefore, the text of the training manual often talks about people with disabilities in the field of health care, including those with disabilities. It should be remembered that this It is very difficult to express the

collective term in quantitative terms, because there is a statistic there is no such section in the observation forms.

Figure 1. The main categories of citizens

"Persons with health problems." classified: 1 - disabled, 2

-people with disabilities (students),

3rd special medical group students,

4-people with other chronic diseases, in remission to be (under treatment) and others.

"rehabilitation" is Latin for "restoring the working ability of people with disabilities." or ability, -rehabilitation - comes from restoration of ability. Medical in the encyclopedic dictionary of terms, it refers to impaired body functions, as well as to restore social functions and working ability of patients and disabled people (or medical, pedagogical and social activities aimed at compensation defined.

The possibility of changes in the society of our country during the last decades is limited. With more attention being paid to the problems of rehabilitation, rehabilitation of the disabled in Uzbekistan is recognized as an important state task is described.

Currently, the goal of rehabilitation of people with disabilities and disabled persons

is considered as a rule to be social integration, which is, first, in a static sense, the achieved and it is understood as a state of unachieved achievements, secondly, it is used separately.

It is taken to the disabled (ie, individual Social Humanitarian Assistance). However, as VZ Kantor (2000) rightly points out,

-social integration category is one of the main categories of sociology, -social institutions, establishing acceptable relations between groups, authorities and management bodies means process. Thus, the social status of people with disabilities integration is an urgent problem and the purpose of their rehabilitation (especially the result) cannot be. Social integration is the process of two-way rapprochement, first interaction of the social actor, in our second case, the disabled and those with disabilities, those who want to be included in the ranks of normally developing people in society and such people themselves should create favorable conditions for such inclusion. Therefore, VZ Kantor (2000) defined the concept of "lifestyle" as social suggests using it as a rehabilitation goal. It is one of the main concepts of sociology, and it really exists refers to the forms of individual and group life activity of people, characteristic of specific socio-historical conditions that characterize their behavior, communication and practice (Ivanov VN, 1989). Thus, the goal of rehabilitation of the disabled is to make them normal is to ensure the ability of developing people to realize their lifestyle.

SUBJECT 12. SPECIAL SPORTS EQUIPMENT FOR THE DISABLED.

There are a lot of special additional tools in adaptive physical training group is used, without them there are certain deviations in the state of health, that is it is impossible to hold training sessions with disabled people. These are the tools that provide access to classes and are the most important component of competitive activities organizing tools - sports equipment for the disabled: upper and lower prosthetic equipment of the extremities, many technical tools used by the athlete, competes while sitting (wheelchairs for various sports). , skiing sleds, facilities for cycling, etc.), sitting exercises **special equipment for** performance (volleyball, athletics meta) niy, fencing and etc.), special sound balls for blind athletes, etc. There are so many special additional tools for adaptive physical education that special adaptation - "material and technical support of adaptive physical education" is presented for its consideration. Textbooks and references on this subject written

For example, sports to perform movements in a sitting position Check out the equipment.

Sports equipment for performing movements in a sitting position is the bottom physical for people who have partially or completely lost the functions of the extremities technical means that allow you to perform exercises, that is, a set of tools which allows to perform actions (domestic, professional, sports, etc.). technical means. recreation and other nature) mainly hands without using limbs and using folds.

This term requires some explanation. Often under such technical means are called wheelchairs things are understood. With them, for example, the history of the Paralympic movement began. However, at the moment, motor movements with the help of arms and torso depend on the chairs there are many technical tools that allow people with disabilities to do it without using a wheelchair . In particular, many such tools are adaptive, developed and used primarily in the field of Paralympic sports. To be sure of this , it is necessary to remember the sports included in the program of the Paralympic Winter Games. Realizing this situation, some authors such technical tools are basically back They emphasize that it is used by people with brain damage (sometimes called "spinal arms"). Of course it is. But the practice shows that technical means for performing movement movements in a sitting position , as well as disabled people admitted to the Paralympic movement, must be provided by sports medicine. **it is used by people** classified as "other" in the classification, people with cerebral palsy, amputation of the lower extremities, and representatives of other nosological groups. lower extremities are affected.

3.2. PRACTICAL EXERCISES

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SUBJECT 1. BASIC CONCEPTS AND TERMS OF ADAPTIVE PHYSICAL EDUCATION , "DISABLED", " DISABLED STUDENT", "DISABLED", " REHABILITATION ", "SOCIAL CONCEPTS OF INTEGRATION", "LIFESTYLE".

In recent years, consistent measures have been taken in the republic to popularize physical education and sports, to promote a healthy lifestyle among the population, to create the necessary conditions for the physical rehabilitation of people with disabilities, and to ensure the country 's proper participation in international sports arenas. . At the same time, the population in the field of physical education and sports implementation of specific programs that help to strengthen health, wide involvement of young people in sports and selection of talented athletes from among them, formation of national teams with skilled athletes who provide high results in sports, and an additional condition for trainers - there is a need to create conditions;

Adaptive physical culture is an actively developing field of social life, its elements penetrate into various spheres of social life and are classified as adaptive physical education, adaptive physical recreation, adaptive sports, physical rehabilitation,

creative (artistic music) and extreme types of people's physical activity. works. He has deviations in his health condition. With the involvement of the community, adaptive physical education specialists to health person-oriented humanitarianism towards people who cause harm implement the concept and thereby own the elements of social modernization including new psychological relations, in relation to this category of the population suggest to revise the existing stereotypes. Active in adaptive physical culture in educational, legal, scientific, information space development is explained not only by a paradigm shift in the development of society, according to which it has all its own characteristics and features, including, he is a person with health defects, who forms the center of theoretical understanding of social thought. Humanization, democratization, events occurring in the process of liberalization, as well as a number of others events (Pulyaev VT, 1993, 1995). First of all, it should be noted that the Paralympics and Achievements in the Olympic Summer and Winter Games help people achieve their goals, overcoming one's own weaknesses, overcoming objective difficulties and society A great contribution to changing the attitude of the population of Uzbekistan to this **category** added

Department of adaptive physical education and sports, an important factor in the active development of adaptive physical education and sports in our country was a strong achievement in the formation of the educational structure in this field. In fact, in more than many years from a small special course to full-time teaching with bachelor's and master's programs . At the same time, Adaptive physical education is currently not only in the higher education system, but also in the professional education system, as well as highly

qualified scientific and pedagogical personnel. It is also manifested in the training system.

Adaptive physical culture" Normative-legal base has been actively formed in our country. No. PF-5270 of the President of the Republic of Uzbekistan dated December 1, 2017 "State support for persons with disabilities " On measures to radically improve the system" plays an important role in formation and development.

- based on the axiological concept that reflects the attitude of society to people with health problems, including those with disabilities, which forms the basis of cultural competence, interest and cognitive activity formation of professional outlook among students;
- To provide students with the theory of adaptive physical education and the basics of its organization, a holistic understanding of professional activity, methodical approaches, the general laws of this type of social practice, and the formation of general professional competences for bachelors of adaptive physical education in the future not allowed;
- Formation of students' desire for independence and creativity in the educational process, them to familiarize with scientific researches, to develop one's experiences in creative activities provide;

- To give students an emotionally valuable attitude to professional activities in the future to create conditions for learning experience, to help those with limited opportunities in the future health care, ensuring their social integration to health and improve the quality of life. Adaptive physical culture includes three independent areas of knowledge - physical culture, theory of physical culture combining medicine and corrective pedagogy and methodology, psychology, pedagogy, human anatomy, human physiology, students who mastered biochemistry, biomechanics, general pathology and other subjects covers special pathology, special pedagogy and special psychology. That's why for, before studying the theory and organization of adaptive physical education, it is necessary to master the subjects listed above. At the same time, Adaptive physical education theory and organization itself personal methods of adapted physical education, technologies of physical culture and sports activities in the conditions of adaptive physical education, various educational profiles sciences, as well as the acquisition of professional skills and practical skills, acts as a basic knowledge system for such subjects as practices. professional experience (incl teaching practice).

Adaptive physical education, which regulates the development of the main curriculum regulate the teaching of subjects in the time interval determined by the sports curriculum taking into account the difficulties in comparison, teachers focus on interobjects to make connections and study material deductively and it is necessary to focus on the inevitability of using inductive methods. The general description of adaptive physical education includes two parts: - basic concepts, functions, types, means of adaptive physical education, methods and principles; - health care, education and training of people with physical disabilities development of physical abilities.

The characteristics of the main types of adaptive physical education are as follows.

- adaptive physical education;
- Adaptive sports;
- adjusted movement rest;
- creative (artistic musical) and extreme movement activities.

1. Adaptive physical education is a novelty for our Republic, physical education and sports, education, health care, social protection of the population, science, culture actively developing field of social practice presented in the fields. That's why for, strictly speaking, comprehensive rehabilitation of people with disabilities, direct participation in the processes of socialization, improvement of the quality of life, Adaptive physical education is the physical education of society and this category aimed at changing the attitude towards our compatriots. In the first case, physical culture, human knowledge and real issues of physical characteristics to significantly increase the rating on the important scale of life, secondly, the concept of "disability" is the health problem of the society Axiological attitude towards people with special needs, including people with disabilities should be converted into a concept.

2. Adaptive physical education includes at least three areas of knowledge - physical education, medicine, corrective pedagogy and a large number of biomedical and social-psychological education. and based on scientific disciplines. At the same time, its content is not only in these areas and not only to summarize the information about the sciences, but also to analyze these fields and as a result of mutual enrichment and mutual development of knowledge in subjects forms new knowledge and allows to solve specific goals with theoretical-methodological and empirical foundations. And adaptive physical education tasks and its main types.

3. Adaptive physical education has been successful in our country for a long time used therapeutic physical education and limited physical ability a more comprehensive activity compared to the physical education of children is a type. It is open to the emergence of new types of adaptive physical education and now, in addition to the types mentioned above, adapted sports types, adapted mobile recreation, students and general educational organizations and special medical groups of secondary special and vocational education organizations adapted physical education for students, artistic (musical) of a person body oriented and extreme types.

4. Adaptive physical culture meets the biological and social needs of each person It is possible to meet the needs of people with health problems (including those with disabilities). Not only the state, public institutions and organizations provide the young generation to work preparing and protecting their homeland. . At the same time, Adaptive Physical culture, competition in spiritual, intellectual and physical culture, competition and the essential social and of humanity that affirms the universal nature of competition based on the ethnological principle. The most important and necessary thing in a person is with another person The comparison is

presented in the form of a comparison and forms the essence of adaptive sports. Almost all types of adaptive physical culture are covered with a red thread. Competition is full of compulsive evaluation and selfishness. It is very important to pass within the scope of empathy. This is adaptive physical education and, in particular, determines the enormous socialization and educational potential of adaptive sports.

as the highest value, regardless of his health, his acceptance as an equal member of society with equal rights, it is also the responsibility of the state to create special conditions for his upbringing, development, creative self-realization - to form relations with him is the basis for The process of engaging in adaptive physical education.

6. Taking into account all the work of a physical education teacher and based on the ultimate goals of a person's personality, his recovery from the point of view of the whole system of his life relations - his life taking into account the axiological concept, as well as the mandatory implementation of the rules should be carried out. And now, to derive from this real situation - the participants' financial capabilities, age and gender, health, national ethnic identity, mentality, climatology and a number of other factors.

Value (axiological) concept of their life when working with children formation is very important, including a healthy lifestyle and self manifestation, the maximum of self-expression in any human activity level should be paid attention to. It gives you the resources of a free, spiritual and moral person in all aspects of life, including adaptive physical education and adaptive sports. allows you to engage, educate yourself, and spend on creativity.

7. A person with health defects, including a person with disabilities, as a person who combines biological and spiritual, psychosomatic and socio-cultural principles in adaptive physical culture, as a fundamentally indivisible and integrated unit is considered. Separately determined by the research methods of certain disciplines dichotomous approach to studying its essence when it is divided into substances totally unacceptable. In adaptive physical culture, social As in the field of practice, the focus is not only on the physical of those involved health, -formation of physical preparation for life, but also theirs to all-round development and improvement (physical, intellectual, moral, emotional, voluntary, aesthetic, etc.)) during the exercise.

8. The leading approach that determines the strategy of adaptive physical education work is the approach called "the nature of meeting", according to which the coach, teacher, the main attention of the teacher is these qualities of students and it is necessary to focus on the development of abilities. In this way, they are of average standards have a genetic predisposition rather than getting lagging behind-weak links. This approach corresponds to the principles used in remedial pedagogy - focusing on the child's potential, not on the defect, and in Paralympics - the main focus is not on what a person with a disability has, but on it. However, the "acquaintance with nature" approach, corrective pedagogy

and paralympism are similar in many ways to the principles, and the coach in practical training, choosing a teacher, a teacher, certain tools, methods, technologies specifies.

Effective development and implementation of adaptive physical education programs in a certain subject of the Republic of Uzbekistan is possible only if the socio-economic conditions of the region are taken into account. The only acceptable approach that ensures compliance with "equal opportunities" for people with disabilities and those with disabilities and should be implemented in each region is to allocate the available financial resources for the development of physical education and sports to the ratio between two categories of citizens of the region - healthy people. is to separate. , on the one hand health persons with deviations in the state of preservation, on the other hand, have limited opportunities for people. The above is the development of adaptive physical education in our country allows clarifying and expanding the installation rules of the concept. Summary of adaptive physical education - disabled people and in the field of health the most important of the state for the implementation of social policy in relation to the disabled development prospects of the institute, as well as scientific research in this field determines prospective directions. In each chapter, there are control questions and self-checking of acquired knowledge ends with assignments. Wear them without studying them carefully it does not make sense to start studying materials, especially within one section when working independently, in addition to textbooks, the literature contained in it, as well as Acquaintance with the materials published in the "Adaptive physical culture" periodical need Teachers who conduct training in this field of science

-Physical culture for the disabled (adapted physical culture)" of the Ministry of Higher and Secondary Special Education in the direction of training general cultural, general professional and professional given by the state educational standard they should learn competences, basic education in adaptive physical education program, as well as generalized labor functions of professions, and labor recommends that they follow the social standards of their activities.

Basic concepts and terms of adaptive physical education

Concepts of "culture", "physical education", "adaptive physical education".

These concepts are very complex, multifaceted and have many different definitions and interpretations. Thus, LP Matveev generally interprets the concept of "culture". He emphasizes that it is opposite to the concept of "nature". To natural laws according to it, it is independent of a person and does not arise as a result of his activity all things (everything inanimate and unaltered by man in the world) belongs to nature. The cultural phenomenon includes human (society) the results and methods of changing activities, i.e. nature and human needs activities aimed at satisfaction are included.

Culture is closely related to activities and needs. **Activity** is mastering the world,

meeting the needs of people and society to change it, different types and methods of the change process. With that At the same time, a person who has mastered the world around him every time with meaning fills it, as if recreating it every time, a new, value-schematic dimension to it gives and thereby creates himself, finds himself in this humane world (Bykhovskaya IM, 1993) A **need** is a need for something, a vital or internal need, the most important resources and conditions for the development of an individual and society, the reasons for people's social activity. Generally there are two classes of needs - natural and social. First, the need for food, water, air, movement, reproduction and protection for generations. They are both animals and humans. Social needs of the individual and society can be divided according to needs. One of the most important needs of society is the need to create a healthy, lively and active nation, to educate comprehensive and competent people and to create objective conditions for the free and unlimited development of their powers, abilities and talents (VM Vyudrin). Among the needs of the individual, for example, from the point of view of humanistic psychology (AX Maslov) security and protection, identity and love, self attention to esteem, self-expression, or personal improvement needs should be focused.

In the process of cultural development, to improve the person himself, his nature special activities aimed at change (forms, methods) are its most became important components. Physical culture belongs to such parts of culture.

Of all the cultural values, the most important of all other values is human as a creator; only the person who mastered nature was not valuable before becomes things. Historically, physical culture is primarily younger and older generations practical of the society in full physical training for labor and military work developed under the influence of needs - these are the most important conditions of human life. The most complete definition of physical culture is given in the works of LP Matveev:

"Physical culture is an organic part of society and human culture (network); the basis of its unique structure is the motor activity of a person its use as a factor of physical preparation for life practice optimizing physical condition and development. These include: appropriately developed forms of activity, its results are cultural important and in a broad sense of the young and adult generations of the society special tools, methods and achievements in creating conditions. In the conditions of a truly humane society physical culture is effective for the harmonious development of a person in all aspects one of the means to advance each person on the path of physical development effective social factor.

After analyzing the physical problems **in the socio-cultural** dimension, IMBukhovskaya gives the following definition of physical (physical) culture:
 -Physical culture is the regulation of a person's activities related to the formation of moral values (its direction, methods, results). is a cultural field. Preservation and use of physical and movement characteristics of a person

based on ideas about the norms and ideals of their functionality, communication, expressiveness and beauty .

-Physical characteristics are of primary importance for physical culture physical activity (use of physical exercises) with consent It is the main tool and method of "developing" a person's physical development even if, especially in the conditions of Adaptive physical culture, more specific attention should be in the center. To the person involved in physical exercise, intellectual, emotionally strong, aesthetic and other characteristics and qualities side effect. In this regard, the following definition of physical culture is offered.

Physical culture is a type of human and social culture. This activity and its socially and individually important results optimize a person's all-round readiness for life, his condition and development; it is a unique process and the result of human activity, as well as improving and harmonizing

all aspects and characteristics of a person (physical, intellectual, emotional, voluntary, aesthetic, moral, etc.) using physical exercises, natural environmental and hygienic factors tools and methods. Unlike physical culture, the object of knowledge and change, the subject of self-improvement of adaptive physical culture is not healthy, sick people, including those with disabilities. All this requires a significant and sometimes radical change (adaptation, correction or other adaptation) of the tasks, principles, tools, and methods of the main discipline in relation to the category of students that is unusual for physical education .

As a topic of social integration in the field of disabled people and health care disabled people are manifested in three directions at the social level (Kantor VZ, 2000). The first of them describes the individual level (for example, at the university disabled student). The second is the level of a small social group (for example, different levels a team of athletes with disabilities participating in competitions). The third is the disabled at the level of a large social group (group community). Interaction with various social institutions, government and legislative structures People with disabilities are united in relevant state organizations (All Uzbekistan Society of the Blind, All Uzbekistan Deaf Society, All Uzbekistan Society of People with Disabilities, etc.).

Rehabilitation system In specialized literature, social, medical, labor, professional, cultural, household, family, aesthetic, technical, initial, complete, comprehensive and other types There are mentions of rehabilitation. Figure 2 in the figure shows the classification of rehabilitation types proposed by VZ Kantor (2000), in which it is envisaged to distinguish three classification features.

To develop a systematic idea of rehabilitation of disabled people the initial theoretical basis is that it is unique to the state social policy is considered as a direction, it is ultimately the society in general and in particular aimed at confirming or improving the way of life of individual social groups.

Classification of rehabilitation types (according to VZKantor) This theoretical basis is consistent with the concept of the goal of rehabilitation in connection with the category of lifestyle. In addition, this center is the basis for the opinion that any rehabilitation is of social importance.

Rehabilitation (recovery) species center

Rehabilitation of people with disabilities in the field of social policy considering it as a unique activity shows its multidimensional structure.

First, rehabilitation is manifested in its morphological (species) : rehabilitation of people with disabilities due to the fact that social policy covers all the main areas of human life, i.e. work, life, and culture. should cover at least three areas of their lives. From this Three objective directions of rehabilitation of the disabled are determined: social labor, social-household and socio-cultural. The ability to ensure progress in all these areas is limited by the complex (general) should be understood as rehabilitation. In turn, the profession of the disabled rehabilitation is a special case of social and labor rehabilitation; aesthetic-social-cultural, and family - social-household, etc.

Secondly, rehabilitation should be considered as a dynamic (step-by-step) phenomenon that can be divided into initial, elementary and complete rehabilitation need.

Thirdly, to the used technologies, used rehabilitation tools and depending on the nature of the methods, they can be classified as medical, technical (engineering), psychological and it is possible to study pedagogy. Thus, we rehabilitate the disabled in a medical, engineering and technical way in the areas of work, life, and culture based on the complex use of tools social opportunities of people with disabilities in the field of health care specific activity in the field of social policy, which includes raising the level we can conclude that psychological and pedagogical technologies and this that the population of the category is ready to implement the lifestyle standards aimed at providing.

SUBJECT 2. SUBJECT, PURPOSE, PRIORITIES OF ADAPTIVE PHYSICAL EDUCATION, HEALTH OF PEOPLE WITH DISABILITIES AND REHABILITATION OF PEOPLE WITH DISABILITIES AND ROLE AND PLACE IN SOCIAL INTEGRATION

According to IMBikhovskaya, Yu.N. Nikolaev, adaptive physical culture the field of value-oriented resolution of contradictions that arise in them is based on harmonizing natural and social variability in humans.

1. The interaction of natural and social, natural and man-made things is the basis of any human activity, and the acting person is always the first "famous person", then "reasonable person", "social person" and so on. Therefore, physical culture is the main layer of culture, which exists in any sphere of cultural, labor and everyday activity (always conscious and should not be in an understandable form).

2. Physical culture is a characteristic of different levels of a person. It is an integral part of culture due to its necessary interaction and interdependence. This to adapt the natural principle to the socio-cultural and natural foundations of human life, shows its uniqueness as an adaptation mechanism.

3. Physical culture is not only "work with the body", "people's life creating physical fitness", the field of "means and method of physical improvement", although it is the physical and physical qualities of a person that are the main ones in this field arouses interest. Like any cultural field, physical culture, first of all, with the soul of a person, not with his external world: true to the body formed value-based attitude, real cultural activity, to the body directed.

4. Physical culture is a means of satisfying various human needs, i.e. serves as a factor of his physical, mental and spiritual development. Disrupting the balance and harmony between natural and social in a person somatization (**Somatization** ("Soma" Latin - body) - this is the unconscious of a person psychological problems (depression, fear, anxiety, depression, etc.) is turning into body diseases.

In most cases, somatization manifests itself when a person with more attention talks about his health, health. Also, people who are forever talking about healthy lifestyles, illnesses, etc., tend to "get diseased" by arguing about such topics. They may be ready, but at the same time they have any idea, your address. For example, you feel that you can't find your life, despair you do. The result is a depressed state with pain in the chest, with dizziness is expressed. This is a vivid example of the body's response to psychological problems, he, in turn, refers to research in the field of somatization. It should be noted that this, to a certain extent, is the same in the physical body, in diseases is personalization. This phenomenon is not the same as the psyche of every person. Stressful in situations, conflicts with society, the brain turns psychological stress into the body takes. Thus, in men, the stomach often suffers, and in women, the heart complains about diseases. Finally, it is necessary to remember that every person is responsible for his life, health and it is important to monitor his mood, his condition. After all, the soul and the body are one is inextricably linked.

Somatization is one of the psychological protection mechanisms of a person. The concept of somatization was proposed by the

in 1943) or the natural principle within it leads to sociologization through suppression, humiliation - both of these is to destroy the culture that goes beyond its "coordinate system".

5. Inadequate physical culture, low physical activity of a person and lack of activities affect all aspects of a person's genetic development and life program. negatively affects the location of its components: physical characteristics of a person, intellectual, emotional and, in general, spiritual and mental characteristics. This is especially mandatory if there is a child in a state of hypodynamia (in this case, parents, doctors, teachers, due to low physical fitness of teachers and others), they are actions not only activates the activity of all its organs and systems, but learns. the surrounding world, their feelings, perceptions, ideas, directions, etc. in the formation of space-time scales and so on. In a series of studies, objective actions as a unit of analysis of the human psyche it is no coincidence that it is considered (VP Zinchenko, ND Gordeeva, SV Dmitriev, etc.). It should be remembered that children are excluded from physical training throwing, for example, the effort of their own inclinations and abilities in order to focus on the development of young talents not only for permanent illnesses, leads to physical and mental stress and disorders, ultimately. premature aging and shortening the lifespan determined by the genetic program, at the same time it is wonderful not to fully reveal abilities, because children are complete and versatile they lose their lives.

This theoretical excursion is for people with health problems including the role and place of adaptive physical culture in the life of disabled people to demonstrate, to determine its topic, purpose and priority of tasks done Adaptive physical education for people with disabilities and health conditions of the system of rehabilitation of persons with disabilities, all its types and forms is an integral part. It is clearly present in all spheres of human life and therefore the basis of social, labor, social, domestic and socio-cultural revival, forms the foundation; of medical, technical, psychological, pedagogical rehabilitation works as an important tool and method. This is because, for example, any acquired disability is a new person problems to adapt to the ability , which is almost always new vital and professional knowledge, perception, movement skills related to the need for development. and special physical and mental qualities and improving skills. And this is one of the means and methods of adaptive physical education it is inconceivable without use. In a series of studies, objective actions as a unit of analysis of the human psyche it is no coincidence that it is considered (VP Zinchenko, ND Gordeeva, SV Dmitriev, etc.).

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role and place of adaptive physical culture in the life of disabled people to demonstrate, to determine its topic, purpose and priority of tasks done Adaptive physical education for people with disabilities and health conditions of the system of rehabilitation of persons with disabilities, all its types and forms is an integral part. It is clearly present in all spheres of human life and therefore the basis of social, labor, social, domestic and socio-cultural revival, forms the foundation; most of medical, technical, psychological, pedagogical rehabilitation works as an important tool and method. Adapted physical education for many people with disabilities is a closed space The only way to "break through", enter society, make new friends, communicate, have full feelings, learn about the world, etc. Here it is first time is common. During their life they enjoy the joy of movement they learn to tolerate defeat and dignity, themselves they understand the happiness of winning and the philosophy of "fair play" with every cell of their body they feel... The above-mentioned are the main goals of adaptive physical education allows to form the attitude (leitmotif (the last motivation).

The purpose of adaptive physical culture: a type of physical culture as released by nature and has the properties of its physical means to ensure the optimal operating mode of the existing (remaining in the life process). of a person with permanent deviations in the state of health and (or) disability is to develop its vitality as much as possible. spiritual forces, their social and in order to maximally manifest itself as an individual significant subject harmonize.

The purpose of adaptive physical education: it allows to form the main set of activities in this field for both the participants and the teacher (teacher, coach, methodist). Adaptive physical culture of human vitality, maintaining optimal psychophysical condition Maximum development with the help of tools and methods is not only healthy for everyone with limited opportunities creative that is comparable to, or even superior to, the results of humans gives an opportunity to realize their abilities and achieve excellent results. Disability, some health defects are really strong-willed and purposeful to make sure they can't stop people (Tamerlan, Franklin Roosevelt, Alexey Maresyev, Valentin Dikul, Svyatoslav Fedorov, Olga Skorokhodova) and it is enough to remember others. and spiritual. and the first step on this path (life Adaptive physical education for those with disabilities can and should be, this is a necessary skill in any human activity and the opportunity to acquire skills, to communicate between subjects will give.

The tasks to be solved in adaptive physical education are up to each person should be determined based on specific needs; of certain tasks priority is a component (type) of adaptive physical education, training materials, material and technical support of the educational process and other factors is determined. In the most generalized form, tasks in adaptive physical education are divided into two groups can be Tasks: the first group comes from the characteristics of those involved - people with disabilities and (or) people with disabilities at the level of health care. These are corrective, compensatory and preventive tasks.

tasks of education, training and rehabilitation that are traditional for physical education

In adaptive physical culture, the object of attention is deviation in the state of health because he is a person, he is one of the great possibilities of this type of activity using, correcting the existing deficiency and, if possible, its main it is logical to correct the shortcomings. Also, before any defect if it is detected, the probability of its correction will be higher. When talking about corrective tasks, the authors are not only musculoskeletal system disorders (defects, flat feet, obesity, etc.). (defects), but also sensory systems (sight, hearing), speech, mind, emotional-voluntary also means the field, somatic functional systems. and others. For example, **oculomotor** - work aimed at strengthening muscles can lead to improved vision; of mental actions in material form formation stage (according to P. Ya. Halperin) of this process significantly increases efficiency; muscles voluntarily training in relaxation skills, removal of psychological "clamps", emotional setting status etc. Of course, correction work is important for both the main defect and the joint disease can also lead to secondary diseases caused by the defect. If correction is not possible, compensatory tasks appear (blind people formation of spatio-temporal direction, "teaching" of sensory systems, learning to walk on prostheses, etc.). And, finally, this or that defect, this or that disease is mandatory preventive requires work (solving preventive problems). For example, of a person limitation of mobility, urgent physical inactivity and hypokinesia require targeted measures to prevent diseases caused by does. Of course, all these tasks require one or another knowledge, skills (education tasks) are solved in the context of teaching; one or another personal of those involved training characteristics (educational tasks); their physical qualities and develop skills, strengthen leg muscles, improve posture and others (health restoration tasks). The process of social integration is closely related to the socialization of the individual depends, it is defined as a two-way process: on the one hand, the person learns social experience, on the other hand actively joins culture, values and reproduces the system of social relations, people around him, life affects conditions. Thus, the individual not only adapts to the social environment, rather, it "overcomes" a certain social space.

It is important to distinguish between socialization and education . First, socialization is understood by most experts as the process of "growing" a person into society, and it continues throughout his life . Education is a time-limited process. Secondly, the socialization of a person is constantly changing and often it happens under the influence of the whole environment, which cannot be predicted. How however, it is impossible to plan the socializing effect of the surrounding reality and even their impact can be predicted in advance. Education is for the younger generation a conscious, systematic, methodical process of influence in a certain direction. For education The main responsibility for this process is interpersonal, which is not necessary for socialization (occurring between at least two people) of the student responsibility towards the student. Students learn social norms and values for socialization ("absorb"), sometimes without even realizing it, a metaphor

such as "soul", "air". concepts are important. Physical culture and especially Adaptive physical culture The socialized role of this social practice is deep in the basic human qualities and with its comprehensive impact, developing it physically and spiritually explained.

Adaptive physical education is very important for the health of the disabled and people with disabilities has different effects. For example, adaptive sports are conscientiously winning and teaches how to lose, help in physical and moral development and improvement gives, forms nobility and diligence, distracts from bad habits; This forces you to think in a tense, sometimes extreme environment, self-discipline teaches a person to practice, for his own interests and for the interests of the team subdues.

A person engaged in any sport must clearly regulate his behavior (statutes, competition rules, procedure, etc.) will be affected, sport takes an active part in the life of his community and thus is brought up as an active public figure. Sport creates socially important motives for activity . In sports, various teams (public organizations, associations) were established working from teams to international associations, federations and associations went, their activity reached a large scale, system and regularity. All this is a different social role for the participants of sports activities of disabled people and it is good for them to have functions and in general to socialize them creates the ground. The main authority (the most important factor) of socialization is the family. Family is first important for attitudes, behavior, emotional and motivational behavior receives instructions and customs. According to many authors, the process of self-identification of the child in the body is early childhood and preschool age and ends at the age of 6-7. behavior and sensory stereotypes is formed. This is the psychosomatic health of school teachers efforts aimed at strengthening often lead to ineffectiveness. In fact, a child consciously and unconsciously perceives many relationships of parents, grandparents, brothers and sisters. At the same time, his the importance of the relationship between mother and child in the first years of life It has been constantly shown, but this "house" is related to human development and mother and Pestalozzi's principle of decisive influence on the relationship between children is a "delayed" confirmation (E.Menberg, 1995). In addition, the family affects other situations of socialization: the child which school he studies in, which peer group he joins, which union joins - all this is determined by the family. Thus, the family is different as an initial example of socialization ways to the child's physical activity and attitude to physical activity can influence and contribute to or hinder physical socialization possible

This leads to two important conclusions for the adaptive physical education specialist.

1. With the family of disabled and disabled children (primarily with parents) Believing in the great healing power of the movement, it is necessary to carry out serious work.
2. Rehabilitation with such children as early as possible from the first days of life to get the maximum effect from activities, as well as the family it is necessary to reduce

the positive social influence on psychosomatic development. One with the family In addition, school is the main example of socialization of children, teenagers and girls. School is an environment where the formation of a person takes place, it is inseparable from his cultural personality part. Here it is with new important criteria such as striving for success, competition they know For adaptive physical culture, not only students are mobile to learn skills successfully, but also to acquire social skills It is also important how the contributing processes are successfully ensured. There is a lot to acquire motor skills and physical health of children here reasons and means are favorable conditions for acquiring social skills. This is especially true of children with intellectual disabilities when you leave

If in the curriculum approved by the educational department, basically every academic there is information about the purpose and materials of the educational process for science if there is, then an informal, hidden plan is given to the students, the rules of behavior in society, basic knowledge about existing norms and generally accepted customs will give.

The usual thing at school can force a student to do something he doesn't want to do

. A typical example of an unconscious socialization method for children can be called school rituals - this is the appearance of certain actions . A classic example of school events is a sports festival. Students' natural activity, spontaneous expression of their needs and demands Another example of the "achievements" of the hidden curriculum that it contains

- these are children lessons taught and most importantly, keeping quiet in the classroom or gym. All these examples show how important the "environment" of the school is, of the teachers once again confirms his ideas about personal qualities, social-normative behavior for children's socialization. Therefore, for example, school students based on the philosophy of Olympism good ideas of education, but they are only conducting "Olympic lessons". can be reduced to practical use, but the whole system is "Spirit of Olympism" not filling with, as a rule, does not lead to the expected pedagogical effect. Adaptive physical culture has its strong socialization potential is, and now is constantly rationalization, technologicalization and special education encouraged to counter informational trends should help to humanize.

Humanization of education requires consideration, development and reproduction of a person as a whole being , as well as development and development of all abilities of his soul - healing, hope, sympathy, sense of beauty, metaphorical and emotional attitude to the world .

And this means that the science created by the theoretical sciences, the rationalist model of the world, as often happens, should be part of education and not all. Education as a way of life it should be personal - spiritual and physical (V. Kutyrev, 1998). The global informatization and computerization trend balances this can break.

There is a danger that we will soon have to justify the advantages of our reality compared to the virtual ; compared to narcotic and techno-combinatorial enjoyment in movement, food and

drink, love and creativity. We restricting children to "dandyism" and other mind games, not to computers, we have to learn to play with each other. Adaptive physical culture is one of the most important factors of the educational and cultural process and serves as a universal tool for its humanization. because it increases the human personality in their physical and spiritual unity it helps to improve their quality of life. In the process of learning adaptive physical culture, a person not only socializes and is formed (strengthens and improves residual health, its corrects its shortcomings, develops compensation mechanisms, various social occupies roles, functions, etc.), but itself "shapes the world and creates". "- initially defines himself, his understanding, outlook creates a sense of peace, creates and builds its activity, social environment. To the two most important situations of socialization of the person - family and school in addition, an Adaptive physical education specialist is cultural (especially creative, performing artistic, musical, body-oriented practices), society (mass media influence), important factors such as social connection should take into account. gender, peers and other factors.

In conclusion, we emphasize that both the teacher and those involved The subject of professional activity in adaptive physical culture is health care and (or) purposeful solution of these tasks when working with people with disabilities is to do.

SUBJECT 3. ADAPTIVE PHYSICAL EDUCATION THEORY AND ORGANIZATION OF EDUCATIONAL DISCIPLINE AND AN IMPORTANT FIELD OF SOCIAL PRACTICE

As a direction of adaptive physical education

Since January 2000, adaptive physical education (AJT) is one of the components of the specialty of scientists (13.00.04 - "Physical education theory and methods, sports training, rehabilitation and adaptation physical education"). This is the essence of physical culture, its overall performance aimed at the laws and comprehensive development of people use, including health condition and (or) disability is a component of people's knowledge system. To visually see the field of adaptive physical education scientific problems we use the Cartesian coordinate system of the geometric image (Fig. 3).

Parts (types) of adaptive physical education - adapted physical education (AJT), adaptive sports (AS), adaptive movement recreation (ADR), physical rehabilitation (JR), creative (artistic musical) body-oriented practices (KTOP), extreme types (at home). In the second axis, the type of disease or disability (profile, nosological group) - vision (Z), hearing (CL), musculoskeletal system (ODA), speech (R), intelligence (I), psychiatry (P), somatic diseases (S3), a combination of various diseases (SP3). Third: The third age (age) of human life.

a comprehensive approach to the study of the problems of adaptive physical education

, it is not only the generalization of the achievements of various disciplines, but also the disabled It is very important to create a single concept that avoids eclecticism, one-sidedness, absolutization in the conclusions of certain sciences, and in most cases adds their contradictory conclusions to a single logic of development . a person with limited functional capabilities improve. type of disease component AJT Development of methodological bases of adaptive physical education in this field fundamentalization of education is one of the most important demands of today. The most relevant directions of the theory of adaptive physical education are adaptive sports, adaptive movement relaxation, creative (artistic musical) practices focused on the body, extreme types of physical activity, etc. Theory of adaptive physical culture as a science. Adaptive physical culture content, structure, functions, its purpose, principles, tasks and tools, especially the activities of students and experts in this field learns; develops conceptual hardware as well as adaptive physical goals, tasks, methods, content of different components (types) of education learns about different types of people with disabilities, including those with disabilities bases its new types and forms aimed at meeting the needs and will try in practice. One of the main problems of the theory of adaptive physical education is the limitation of opportunities needs, motives of people with health and disabilities, interests, values, their personality and individual characteristics is a learning problem; From means and methods of adaptive physical culture using the axiological of life for a certain category of the country's population the problem of studying the

process of formation and adjustment of the concept. The theory of adaptive physical education and other areas of science and practice of society - with health care, education, social security, physical education and others to reveal their complex relationships, as well as to accept people with limited opportunities as valuable and creative equal members of the society should develop technologies for formation of readiness. of human activity a wide range of potential. The most important problem of the theory of adaptive physical education is physical exercise in the process of studying mental, moral, aesthetic, labor education features.

Adaptive physical education as a science

Since the term "adaptive physical education" appeared in Russia only in 1995, different interpretations of the characteristics and discipline of the work of specialists in this field of social practice have not yet been found. due to adaptive physical education physical education, medicine (including preventive medicine), corrective pedagogy, valeology and other sciences, fields of knowledge and practical it is necessary to determine the main differences between activities.

As the name suggests, Adaptive physical culture is based on the classical or general theory and methodology of physical culture, and in relation to it acts as a more general (general) phenomenon. However, from the main discipline In contrast, Adaptive physical culture is the basis of its knowledge and influence as an object, not healthy, but sick people, including people with disabilities will consider. It should be said that Adaptive is the future in the field of physical education The object of the specialist's activity is specific functions for a long enough time a category of population that has lost and is often eternal (for example, limbs amputation, surgical removal of the affected limb, etc.). Adaptive physical culture is one of the divisions (types) of general physical culture. differs, it is called rehabilitation or therapeutic physical culture (Matveev LP, 1983) or movement rehabilitation (Vydrin V. M., 1985). For example, physical special dedicated to the analysis of the main concepts in the theory of education BV Evstafiev (1985), who dedicated the monograph, is the main goal of this section as "temporarily lost functions after illness, injury, etc "Recovery". Going forward, we will include Adaptive Physical Education as well as Adaptive Physical

Physical Rehabilitation (for the disabled and disabled). In this case, physical rehabilitation, for example, in working with amputees with disabilities preserved limbs, internal organs, sensory systems, etc can be used to restore temporarily lost functions, but this There are endless opportunities for people with disabilities to participate in other ways. The rule physical training and sports, which have been neglected by experts types and forms of training (doctors, psychologists, teachers, social workers, lawyers, etc.).

According to the ideological and worldview system formed in our society, ministries and regional organizations for health care, social security

and education and need to work with the disabled and the permanently disabled. As for the field of physical culture, it was aimed at healthy people (or as an exception) temporarily lost certain functions and this type of culture is the most developed in theory and practice of sports. As for the department, it was provided in general. Not only healthy, but active active activities of talented people. In this regard, physical culture attention to something that clearly confirms the priority of a certain category of the population let's look. Even the famous domestic theorist of physical culture LP Matveev In the department of health restoration, sports rehabilitation is called the second stage, and this is it "functional and adaptive abilities of the body that occur during sports helps to recover (decreases due to overwork, and other reasons)" training, that is, here we are talking about the rehabilitation of athletes.

If the "physical education" and "sports" specialties of the last decade if we refer to educational plans and programs, and since 1994, physical education knowledge, skills of graduates of universities and physical education departments directions of "physical education" that are a unique model for their content (pedagogic institutes and universities culture) almost all disciplines including both only information about health in biomedical and psychological pedagogical cycles it's easy to make sure it exists. Exceptions are two disciplines - physical therapy and sports is medicine, they are mainly diseases specific to sports activities and they study injuries. Medical contraindications for applicants of physical education universities it is appropriate to remember the list, which is with other higher educational institutions compared to the health requirements for university students in this direction determines significantly. This list includes those with disabilities, both physical and emotional blocking the way to physical education universities for people with limited opportunities put and almost from the information about healthy and able-bodied people to get this information for those who want to dedicate the content of education significantly reduced the motivation. his life with the disabled work as a full member of society.

The above-mentioned are physical in the field of physical education in Uzbekistan only healthy people, usually past and present, do most of the training athletes adopted and healthy and motivated talented children and adults to come to the conclusion that it is focused on the activities of specialists working with allows.

Such indifference to the problems of people with disabilities comes not only from the position of representatives of the field of physical culture, although they are the main initiators of expanding the sphere of influence in the society of physical culture. needed, it was to justify and prove their real social importance . **1** *The social importance of physical culture is that it plays an important role in the development, maintenance and provision of physical, mental, moral and spiritual health of the population* . LI Lubisheva said that in the critical situation existing in the social sphere, physical culture helps people cope with unfavorable living conditions can be an important contributing factor. However, the issue here is more complicated than it seems at first glance. In the current situation , insufficient development of the theoretical and conceptual problems of physical

culture of people with disabilities , and failure to remember the ideological and worldview systems play an important role. Analysis of local and foreign literature on health problems AVSakhno's (1993) analysis of his "human health" and "human disability" that an impenetrable wall has been built between the concepts and these concepts allowed to discuss about. in a relationship that is not unique to each other have been In particular, it is defined in the charter of the World Health Organization The concept of "health" is "a state of complete physical, spiritual and social well-being, not only not the absence of diseases and physical defects", but with "absolute health". is defined and naturally does not allow thoughts. to have the health of the disabled about the opportunity, because he or she has a (physical or mental) disability. of the question such formation is, in fact, a person's reasonable physical activity or physical education Health care and healthy organized in a more generalized form Many people in the lifestyle reject people with disabilities. This to check in a school, college, university, a certain sports department and even participating in physical education training to participate in competitions given by a doctor, who wants to participate in physical training should determine the appropriate level of health care. (for sports activities) Thus, those who have limited opportunities due to a number of objective conditions and subjective evidence in the field of medicine, where the direction of "rehabilitation" has recently appeared independently found.

The concept of "rehabilitation" includes: functional restoration or compensation for something that cannot be restored, adaptation to everyday life, and familiarization with the work process of a sick or disabled person. It should be noted that medical rehabilitation is the restoration of the patient's health and

the necessary adaptation, re-adaptation or re-training of the victim mentally. includes therapeutic activities aimed at preparation (Sakhno AV, 1993). That's it along with rehabilitation by various medical specialists to date There are different concepts about the essence. Thus, neuroscience, therapy, rehabilitation in cardiology primarily means various treatments (massage, psychotherapy, therapeutic exercises, etc.); in traumatology and orthopedics - in the prosthesis; in physiotherapy - physical treatment; in psychiatry - psycho and occupational therapy. All these rules, taking into account a particular medical specialty, very clear, but they are, on the one hand, the goals, tasks of rehabilitation, reduces means, methods, organizational forms, their illness or disability depending on the profile, it clearly directs to those accepted in the official health care system. the role of the movement and in general the physicality of the person involved in this process do not underestimate the culture; and on the other hand, they are only medical rehabilitation once again that they are outside the scope of the hospital-medical paradigm confirm.

second one, which has been criticized several times, the main goal of medicine is to treat certain diseases in hospitals, clinics, sanatoriums, rehabilitation centers under the guidance and control of medical specialists with the help of medicines and medical equipment, to maximize human vitality. Not the level of development

(healthy, sick, disabled), his body, motor and mental abilities, issued by nature and present in the process of life (or the rest) (Brechman II, 1987, 1990, etc.). Thus, in contrast to adaptive physical culture, medical rehabilitation is aimed only at restoring the impaired functions of the body, making the patient or disabled person a person himself in new conditions that require more activity and independence from a person cannot be maximally expressed. In addition, in rehabilitation the tools used are somehow aimed at traditional medicine - medical equipment, massage, physiotherapy, psychotherapy, pharmacology, etc., natural not to factors - movement, healthy lifestyle, balanced diet, hardening and others. "Drunk" who had success in treating previously incurable diseases the field of traditional medicine has significantly expanded, death and Maintaining "sight" is the main task of serving people focused on such "fields" as valeology (I. Brekhman, 1987, 1990, etc.) and preventive medicine (Gorbenko PP et al., 1995, 1996). However, it should be noted that valeology deals with patients unlike medicine, about the health of healthy people, as well from information about those who have a disease or have risk factors consisting of II Brekhman, the authors of its appearance and is one of the initiators. as if chronic patients with inertia and excludes disabled people from among the people it is intended for. Of course, he, as usual, according to tradition, forgets this category of the population, but believes that there is no need for valeology and a valeological approach to life in general. As you can see, it paradoxically arose in the field of physical culture the situation is repeated here. The need for both valeology and physical education Perceptive people are overly exposed to their conceptual schemas they are coming.

As for preventive medicine, of course, it is to improve the population of Uzbekistan recognition of its enormous role, especially given its current status, it still is It should be noted that medicine: 1) The main goal is certain diseases prevention; 2) Work by state - to medical personnel; 3) In terms of funds - different various drugs, recreation and rehabilitation complexes, etc. If we analyze the technologies of preventive medicine: various drugs and consumption of herbal preparations, music audiovisual therapy; diet therapy; biosaunas, hydromassage, solarium, etc., their ecological medical direction it will be clear. Thus, the possibilities of modern preventive medicine for the disabled are unquestionable Emphasizing the benefits of adaptive physical education for people with disabilities This type of culture and tools are the basis of socialization attraction, his adaptation to work or retraining and, in general, self-development, self-expression and self-awareness. Among the disciplines that use movement in working with different contingents of the population The role of adaptive physical education. He has health problems and has limited opportunities to other disciplines that deal with people's problems (diagnosis, as for oligophreno pedagogy, speech therapy, etc.), sports and sports activities some parts are hardly used. This is the subject of these disciplines, obviously explained with goals, tasks, means and methods.

The same can be said about a number of disciplines that take into account the individual components of health care and healthy lifestyle . For example, hygiene research on the place of residence, dietetics - mainly medical

nutrition and Others . Returning to the problem of training specialists to work with people with disabilities in the field of physical education, here are the first steps it should be noted that, although some experiences are few, scientific articles and educational materials have been published. Since 1995, the Saint Petersburg National State Physical Education, Sports and The theory of adaptive physical education in the health university in Russia and first department of methodology (1995), faculty of adaptive physical education (1999), Institute of adaptive physical education (2010) PF Lesgaft.

Adaptive physical education as a field of social practice
Description of the object of pedagogical activity in adaptive physical education

Activities of specialists, bachelors and masters in the field of adaptive physical education that the object of health care is people with disabilities, including those with disabilities taking into account, we will consider their characteristics in the most general form. To these of vision, hearing, speech, musculoskeletal system, intelligence, central and complex (combined) damage to peripheral nervous systems persons with forms are included. They are also age and gender characteristics, severity and structure of damage, differences in the time of its appearance, to the causes and nature of the disease, the body's therapeutic and has reactions to the effects of rehabilitation, medical prospects and forecasts. Complete or partial loss of vision affects the spatial image of the environment, to the violation of emotional knowledge of the world, self-control and self-regulation leads to Children have a number of co-morbidities: minimal brain dysfunction, pyelonephritis, diseases of the respiratory and cardiovascular systems, neurosis. In addition, the following secondary diseases for such children characteristic: curvature of the spine, leg deformity, insufficient development of respiratory muscles , weakness of the muscular system (LN Rostomashvili, LI Solntseva).

Complete or partial loss of hearing limits external information, disrupts the perception of its meaning, complicates communication, complicates the conditions of psychomotor development, causes stress reactions, up to the complete loss of speech. For the field of movement, the accuracy of movements, static and dynamic balance, spatial orientation and the ability to absorb this or that rhythm of movement are normal (BV Sermeev, NG Baykina). In children with the consequences of cerebral palsy (cerebral palsy), the motor area is most affected: coordination of movements, ability to support, balance, spatial orientation, muscle tone (hypertonicity); development of contractures, muscle atrophy, locomotion lack of formation, low work capacity, fatigue (EM Mastyukova, KASEmenova, LOBadalyan). Each type of lesion has the usual accompanying diseases, secondary diseases, preserved functions and systems of the body have characteristics that should be taken into account when working with this category of citizens need

Life-long acquired disabilities and permanent loss of function are common accompanied by psychological complexes: weakness, loss of self-confidence, passivity, in some cases selfishness, egocentrism, relatives and ex at work aggression towards colleagues, and sometimes antisocial actions. Slowing down (retardation), child's movement, game, emotion in disabled children and natural needs for communication are reduced. All this complicates the process of their education and training, from the point of view of their healthy development and the physical development and physical fitness of their peers. or will cause it to be behind for a longer time. Not only in children with mental retardation (mental retardation). developed neuropsychiatric functions, but also the cardiovascular system, gastrointestinal tract tract, bone, muscle, endocrine, sensory systems, as well as higher mental functions: speech, thinking, attention, memory, emotions. Body in children with leg amputation (or congenital underdevelopment). weight, vascular bed, receptors are reduced, support and walking functions are disturbed, coordination of movements is disturbed. Amputation or absence of limbs is central regulation of the body decrease in functions, degenerative changes of neuromuscular apparatus, leads to metabolic diseases, disruption of autonomic functions: blood circulation, breathing, digestion, etc. It's all physical and mental leads to a decrease in the rate of development, a positive deficiency. emotions, changes in consciousness, behavior, social activity. A brief description of the object of pedagogical effects is characteristic of all nosological groups allows us to distinguish the most typical movement disorders:

- a forced decrease in motor activity as a factor of hypokinesia, this is motor activity decrease in size and intensity, energy expenditure for muscle work appears with a decrease;

- deterioration of vital physical qualities: muscle strength, speed, movements strength, endurance, dexterity, joint mobility;

- violation of the position, legs, spine,

- muscle corset weakness;

- violation of coordination ability: speed of reaction, accuracy, speed, rhythm, micro and coordination of macro actions, time and space of actions differentiation, balance and resistance to vestibular stimuli, orientation to space, relaxation, etc., which negatively affects the quality of these actions (incl main locomotives - walking and running), education, work, household, sports necessary in training (LV Shapkova).

Thus, the state of health, characteristics of physical and mental development, secondary diseases caused by the primary defect and mandatory general information about the factors of hypodynamia is given. This diagnostic indicators are guidelines for the development of various adaptive physical education programs can serve as

SUBJECT 4. THE FUNCTION OF ADAPTIVE PHYSICAL EDUCATION

At present, he is engaged in professional activities, including in the field of adaptive physical education requirements are called professional standards. Several types of professional activities are carried out in adaptive physical education, the main ones are:

- pedagogical and coaching;
- methodical;
- sports;
- organizational.

Requirements for pedagogical and coaching activities are defined in the following professional standards: "coach, adapted physical education and sports

teacher" and "coach"; methodical

- in professional standards: "methodist instructor"; to sports: "athlete" and organizational: "head of sports and sports organization", "sports referee" and "companions in need of social protection". To date, the first five professional standards are all in our country professional standards have a unified structure, which includes:

- type of professional activity, its main purpose, group of professions, economic activity general information describing the type;

- generalized labor functions and their composition included in the professional standard functional map of the type of professional activity, where labor functions are described;

- names of possible positions, requirements for education and training, practical experience, special conditions for employment and additional features (name of the main group, position (profession) or specialty), as well as each a description of generalized labor functions with a detailed description of work. included in the generalized function.

A description of each labor function, in addition to its name and origin, labor each labor movement, necessary skills, knowledge, etc. included in the function characteristics (for example, how the qualification categories are organized - second, first, highest) will be considered.

Professional standards are the basis for the development of new job descriptions, new methods of moral and material motivation of employees, and certification for assigning qualification categories to them .

Staff of organizations from all job titles included in professional standards in drawing up schedules, as well as in labor contracts, in relevant fields Approved by the Ministry of Health and Social Development of Uzbekistan uniform qualification of the positions of managers, specialists and employees positions included in their references can be used. Rate qualification full transition from features to professional standards to an effective contract completes.

Specialists in adaptive physical education, bachelor's and master's major knowledge in three directions: physical education, medicine and corrective pedagogy and are formed according to their constituent disciplines (Fig. 4). One of the effective methods of simplifying labor activity, practical skills and professional standards is to consider the pedagogical activity of an adaptive physical education specialist from the point of view of general management theory.

Application of this approach in the analysis of pedagogical events in the field of sports idea was expressed by many scientists (VM Dyachkov, Yu. V. Verkhoshansky, VMZatsiorsky and others). Adaptive physical pedagogical process in management science called "Cybernetics". any complex dynamic systems that can be included in education such an algorithm is being considered for management. Control in cybernetics is the purpose of the control system of structural elements of the controlled system to change its function (N. Wiener) For this, you need an individual program of rehabilitation of the disabled or If not, you should consult your doctor. The reason for the limited capacity is or constitutes the main problems (main defect) of a person degree of injury, concomitant diseases and secondary abnormalities, medical contraindications and restrictions on motor activity are determined. Also medical using pedagogical test methods, state of safe functions, physical level of development and physical fitness and basic functional systems characteristics are determined. Characteristic features of the person, his general direction, temperament It is very important to determine the characteristics and others. The next step in the process of managing pedagogical activity is managed there should be a stage of describing the final state of the system. This step is control displayed by the target block. In the most general form, the goal of management is the physicality of the student's personality formation of cultural values, personal development, socialization and integration into society, that is, typical of modern socio-economic conditions can be formed as an introduction to the existing lifestyle. Determining the management goal should be mandatory active participation of the students themselves and (or) their parents, taking into account the last (final) values of life, opportunities for professional activity, cultural development, family and household characteristics and other factors. The control system (teacher) in the diagram includes three blocks - modeling, pedagogical tasks and management actions. The modeling unit includes the procedure for predicting and planning the dynamics of individual indicators that allow to solve the defined management goals . Concretization of management and planning goals by the teacher of people with health and disability status and prognostic information pedagogic, which should be based on the analysis and consideration of the current situation performed in a task block.

Pedagogical tasks, regardless of the nature and degree of a particular disease, all should be aimed at correcting the personal development of individuals; sensory systems correction; correction of movements and autonomic functions; physical qualities and abilities development and improvement; correction of coordination ability and development; prevention of passing diseases and secondary anomalies

and correction; vital and by compensating for missing functions and organs development of important professional qualities.

Defects in health care and people with disabilities in control activities methods of training, development and improvement of a person are collected.

First of all, the needs of the student in the implementation of control actions must be determined, in which it is first satisfied and accordingly adaptive it is necessary to choose the priority type (component) of physical education: adaptive physical education, adaptive movement recreation, adaptive sports, physical rehabilitation, creative (artistic musical)) and extreme types of movement activity. Training, development, training, correction, compensation, prevention, etc. based on selected priorities. Teaching methods, tools, methods, teaching methods is determined; forms of organization of lessons; values of individual psychophysical loads - direction, duration, intensity, rest intervals, etc. As a result, a program of control measures should be developed for students, which are educational, it is carried out in educational and competitive processes.

The technology of exposure to the object of inspection makes the student actively aware of himself refers to involvement in development activities and only teacher and adaptive subjective between the person who participates in physical training should be based on the theme of the relationship. In other words, the second is pedagogical should be an active partner in the process. The complexity of the object of control in adaptive physical culture, measured by various exercises in the state of health, is one of the central areas of control. offers corrections and blocks of actions. Control of the correct execution of motor actions that do not lead to errors; observing the external signs of fatigue involved (skin color, sweating, breathing rate, etc.); Biomechanical, physiological and other characteristics of student activity technical means are necessary to obtain objective information about a very important role in the selection of corrections and the implementation of the management process plays

The information received during the control process is sent to the control target unit and to all blocks of the management system: modeling block, pedagogical tasks serve as a basis for making corrections to the block and control action block does (see Figure 5). To manage pedagogical activity in the process of adaptive physical education If all the procedures are followed correctly, then life is the result of management quality improvement, progressive personal development of students, physical the improvement of attitude to educational values and axiological of their life can be expected to "penetrate" the concept. At the same time, health, functional condition, physical development and physical fitness of students indicators are expected to improve.

SUBJECT 5. MAIN COMPONENTS (TYPES) OF ADAPTIVE PHYSICAL EDUCATION SELECTING COMPONENTS (TYPES) OF ADAPTIVE PHYSICAL EDUCATION CRITERIA

Professional activities of adaptive physical education specialists: coaches, adaptive physical education and sports teachers, adaptive physical education teachers, teachers, tutors, heads of youth sports adaptation schools (DSS), etc.) are carried out in various fields. can be increased. social sphere: physical education and sports, education, social protection, health care, culture. First, adaptive physical education specialists are involved in physical education and sports, education and is in demand in the fields of social protection.

The main institutions where adaptive physical education specialists work and consider organizations.

1. Institutions and organizations in the field of physical education and sports.

Adaptive physical education and adaptive sports in our country today The main organization of the work is the Youth Sports School. This is a sport for the deaf disabled sports, sports of people with musculoskeletal disorders (PODA) and is a sports department for people with mental disabilities (LIN), start from the beginning provides sports (sports discipline) for specialization. teaching

In the first stage - sports and fitness - the main task is the disabled or disabled is to compensate for the lack of movement activity of children, which is common here developmental exercises, open games, physical therapy complexes and adaptive sports elements are used.

In addition, following the principles of an inclusive approach to education, adaptive sports departments can be opened in a number of sports organizations:

- in general educational organizations, special secondary and higher education institutions in circles and sections;
- in sports schools for children and teenagers (teenage sports school);
- Republican children's and teenagers' Olympic reserves in sports schools;
- in regional and city sports training centers;
- Economized children and teenagers in the schools of Olympic reserves in the regions

- National teams of Uzbekistan in the sports training center and sports reserves in the training center

2. Educational institutions and organizations: eight types of special (corrective) educational institutions;

- special (corrective) pre-school educational institutions;
- primary, basic and secondary general education of students of special medical group institutions; secondary special vocational education and higher education among students of special medical group institutions;
- Adaptive physical education youth clubs;
- in palaces, youth creative houses and additional educational institutions for children adaptive sports departments;

- youth by state authorities and local self-government bodies, teenagers and teenagers and teenagers in sports schools, general educational organizations clubs and sections, special secondary and higher educational institutions.

3. Institutions and organizations in the field of social protection. In this field, adaptive physical education is provided in orphanages and boarding houses for children with disabilities, neuropsychiatric boarding schools, rehabilitation centers and comprehensive social rehabilitation centers. These institutions and organizations provide adaptive physical education, adaptive sports, adapted movement rest, physical rehabilitation and Adaptive physical they conduct trainings on other types of education. In addition, specialists in adaptive physical education health care they can work in rehabilitation centers and other departments.

SUBJECT 6. ADAPTIVE PHYSICAL EDUCATION TOOLS

The complexity and ambiguity of the concepts discussed in this chapter considering that the terms "method" and "method" should be clarified and defined. In this textbook, a tool is what a person does to achieve certain goals what they are doing, how they (through this) affect the subject, transformation goals It is understood that it is provided with (tasks). Tools are intellectual, practical, can be materialized (reasonable).

A method is a way to achieve a goal, any way to solve a stated goal the method of using the tool, how (how, how) this effect is done. In pedagogy, this is a method of interaction between a teacher and a student with the help of which goals and tasks are achieved. As noted by LP Matveev (1991), the term "physical exercise" has two meanings in the theory and practice of physical education. They are, first of all, physical education define some types of motor actions developed as a tool; secondly, it is organized according to well-known methodological principles and is actually a "method" the process of repeated repetition of these actions.

In order not to confuse these values, it is recommended to include a terminological explanation is done: in the first case, the term "physical exercises" should be used, in the second - "method (or methods) of physical exercise" (Matveev LP, 1991). This explanation applies to the following terms: "word" (means) and "oral method" or "word method" (method); "Ideomotor exercises" (tools) and "ideomotor training method" (method); "Psycho-regulation exercises" (tools) and "psycho-regulation exercises methods" (method).

Requires clarification and concepts: "techniques", "simulator", "inventory", "equipment". On the one hand, a technical tool is physical exercises performed with its help sports equipment, sports equipment that determines the essence (wheelchair for the disabled, sleeper, slide, etc.) can be. In this case, the technical tool is a part of this exercise and is an integral part of the natural preparation and competitive activity of the disabled person.

On the other hand, technical tools facilitate the learning of motor movements and physical qualities of people that cause physical problems and artificial conditions for performing exercises to develop abilities can act as a simulator that provides

Therefore, in the first case, the term "sports equipment" should be used, and in the second case, the term "simulator" should be used.

Physical exercise . The main tool of adaptive physical education is physical exercise is a special type of activity, with the help of which the impact is directed to the student conducted and educational, educational, developmental, corrective, compensatory and preventive tasks are solved.

main tools , physical exercises, additional in Adaptive physical culture (general pedagogical, sports medical and their specialized types) and auxiliary means are used.

The main means of adaptive physical education - physical exercises are fully described in textbooks on physical education, physical education, theory and methodology of sports. comprehensively described, they are considered in detail: the content of physical exercises and form, methods of exercise, types of exercise and rest, biologic factors etc. laws of human adaptation to physical activity, movement theoretical aspects of studying actions and many other issues. Physiology, in terms of anatomy, histology, biochemistry and other biological sciences detailed discussion of human adaptation to physical loads Undoubtedly justified, because the theory of adaptation is the theory of sports training the basis, the basis, is the formation of a person's physical fitness.

At the same time, the effect of exercise on a person is never only his biological is not limited to the field, it refers to the psyche, consciousness, behavior. Physical real material and mental events that occur during the exercise unity, from the point of view of materialistic dialectics, only their content is based on unity can be interpreted correctly.

INDEPENDENT STUDY ASSIGNMENTS

- M1** Basic concepts and terms of adaptive physical education , "Disabled", "disabled student", "disabled", "rehabilitation", "social integration", "lifestyle" concepts
- M2** Adaptive physical education subject , purpose , priority tasks , opportunity limited was _ _ of people health and opportunity limited ones rehabilitation to do and social in integration role and place _ _
- M3** Adaptive physical education theory and organize to be done study _ _ discipline and social of practice important field
- M4** Function of adaptive physical education
- M5** Adaptive physical education main structural components (types)
Criteria for selecting components (types) of adaptive physical education

- M 6** Adaptive physical education tools
- M 7** Adaptive physical education methods
- M 8** Forms of organization of adaptive physical training
- M9** Principles of adaptive physical education
- M10** Constitutional characteristics of athletes.
- M11** The main components (types) of adaptive physical education.
- M12** Special sports equipment for the disabled.
- M13** Pharmacological support of highly skilled athletes.
- M14** Pharmacological means used to maintain sports qualities at the required level.
- M15** Pharmacological means used to maintain sports qualities at the required level.
- M16** Symmetrical and asymmetrical structure of the human body.
- M17** Prevention of doping in sports. Doping-control process.
- M18** Morphological changes in the muscle system under the influence of static and dynamic loads.

GLOSSARY OF SCIENCE

Uzbek	Russian	English	Brief description
Expertise	Specialty	Specialty	personnel in a certain profession
Teaching	Obuchenie	Training	of teaching issues related to a field or science
The game	Game	Game	The process of implementation of each action performed during the course of the activity according to the established rules.
Movement	Dwijenie	Motion	and unconditional activity performed during training.
Leading the game	Management game	Direction of the game	Control the game process .
Team	Team	Team	2 or more small groups.
Team captain	Captain Commander	The captain of the team	leader elected from his group .
Mother's head	Manager	Facilitator	The beginning of the game in games played without being divided into teams .
Starter	Vedushchi	Wrong	team leader who starts the game .
Game control	Vodushchi game	Question master	Counting errors and wins by monitoring and controlling the game process .
Assign assistants to the game	Vybor helper game	The appointment of assistants in the game	Counting the achievements and shortcomings of the players during the observation of the game process .

Winner	Poeditel	Winner	Achieving success.
Defeated	Proigravshiy	Loser	Missing an opportunity.
Promotion	Podderzka	Promotion	movement activity .
Fine	Penalty	Penalty	In movement activity
Point	Point	Point	Putting points on movement activity .
Relay	Relay	Relay	the specified distance with the team in accordance with the rules of the game .
Competition	Competition	Competition	The process of struggling to achieve success by carrying out an activity based on established rules.
Strength	Sila	Power	to resist external influences through muscle tension .
Speed	Fast food	Speed	Covering a certain distance in a short time.
Agility	Lowcost	Adroitness	quickly performing actions in various changing conditions .
Flexibility	Gibcost	Flexibility	movements in a large amplitude.
Endurance	Vynoslivost	Endurance	The ability to resist fatigue in any activity .
Speech	Rech	Speech	Communicate ideas fluently .
Rotary relay	Krugovaya relay	Circular relay	To cover the specified distances together with the team in accordance with the rules of the game.
Walking	Hodba	Walk	simple movement of a person from one place to another .

Running	Beg	Run	From one place of man
Jump	Pryjok	Jump	natural way of overcoming obstacles and is characterized by giving maximum effort to the neuromuscular muscles in a short period of time .
Throwing	Brosok	Throw	sports equipment (balls and rackets) and shooting exercises.
Exercise	Uprajnenie	Exercise	The process of performing an activity according to the rules.
Judge	Judge	Referee	who controls the process of the game or competition .
Arbitration	Judiciary	Arbitration	game or competition process.
Observer	Nabludatel	The observer	A person who helps him during the arbitration .
Moderation of the game	Nagruzka game	Strain in the game	process , taking into account the age, gender and physical abilities of the students .
Organizing	Organization	Organization	Before starting the game, prepare all necessary equipment for the game process and attract students.
Organization of the game	Organization game	The organization of the game	Explain the game, control the game process

OF QUESTIONS TO DETERMINE THE INDICATOR OF SCIENCE MASTERY

1. Expand the concepts of "culture", "physical education", "adaptive physical education".
2. What are the similarities and differences between the concepts of "disabled", "disabled student", "disabled health" ?
3. What is the meaning of the terms "rehabilitation", "social integration", "lifestyle"?
4. Tell us about the structure of rehabilitation of the disabled and what directions of rehabilitation are currently allocated?
5. What is the goal of adaptive physical education?
6. Priority tasks of adaptive physical education. Their relationship with the traditional tasks of physical education .
7. The role and role of adaptive physical education in the rehabilitation and social integration of people with disabilities and those with disabilities.
8. How do you understand the term "personal socialization"?
9. What are the differences between socialization and education? What are their similarities ?
10. What is the role of the family in the socialization of the child?
11. What are the possibilities of the school's hidden curriculum in the socialization of students ?
12. Adaptive physical culture combines with what areas of knowledge?
13. Adaptive physical education physical education, medicine, valeology, preventive medicine, listing the main differences from corrective pedagogy and other areas of knowledge and practice give
14. Scientific adaptive physical training using the Cartesian coordinate system imagine the problem space.
15. Expanding the characteristics of mentally retarded children.
16. What is the life activity of blind people compared to healthy people?
17. What is usually associated with hearing loss? 18. Expand the characteristics of residual health in people with the consequences of cerebral palsy .
19. Leg amputation and its effect on the human body.
20. Mobility characteristic of people with disabilities of all nosological groups how do you know the breakdowns? 21. What documents determine the requirements for the professional qualities of an adaptive physical education specialist ?

22. Knowledge for the formation of expert knowledge on adaptive physical education and expand the most important areas of the discipline.
23. Pedagogical activity in adaptive physical culture from the point of view of cybernetics expand control features.
24. In which institutions, organizations and departments on adaptive physical education Can a specialist work?
25. Mobility characteristic of people with disabilities of all nosological groups how do you know the breakdowns?
26. Which documents determine the requirements for the professional qualities of an adaptive physical education specialist ?
27. Knowledge for the formation of expert knowledge on adaptive physical education and expand the most important areas of the discipline.
28. Pedagogical activity in adaptive physical culture from the point of view of cybernetics expand control features.

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