

THE MAIN PROBLEM OF ADAPTIVE PHYSICAL EDUCATION AND ITS SOLUTIONS

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Annotation: This article examines the history of adaptive physical education and the current challenges of adaptive physical education. There are 10 million people with disabilities in our country. All of them require rehabilitation. Unfortunately, not everyone can afford expensive equipment and devices. Therefore, adaptive physical education programs are of the utmost importance. Training with specialists helps individuals develop self-confidence and hope for better outcomes.

Key words: adaptive physical education, sport, disabled people, people with disabilities, solution, rehabilitation, practice.

Annatasiya: Ushbu maqolada adaptiv jismoniy tarbiya tarixi va adaptiv jismoniy tarbiyaning hozirgi muammolari ko'rib chiqiladi. Mamlakatimizda 10 million nogiron odam bor. Ularning barchasi reabilitatsiyaga muhtoj. Afsuski, hamma ham qimmatbaho uskunalari va qurilmalarni sotib olishga qodir emas. Shuning uchun adaptiv jismoniy tarbiya dasturlari juda muhimdir. Mutaxassislar bilan mashg'ulotlar shaxslarga o'ziga ishonchni rivojlantirishga va yaxshiroq natijalarga umid qilishga yordam beradi.

Kalit so'zlar: adaptiv jismoniy tarbiya, sport, nogironlar, nogironlar, yechim, reabilitatsiya, amaliyot.

The concept of "adapted physical education" is closely related to the concepts of "person with disabilities" and "disability." Persons with disabilities include those with long-term physical, mental, intellectual, or sensory impairments that, in interaction with various barriers, may hinder their full and effective enjoyment of life on an equal basis with others. The protection, promotion, and ensuring of the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, as well as the promotion of respect for their inherent dignity, is enshrined in the Convention on the Rights of Persons with Disabilities.

Adaptive physical education is a form of education for people with disabilities that utilizes physical activity for all muscles of the body [1].

Adaptive physical education is part of the use of effective physical exercise for the rehabilitation of people with disabilities and individuals with limited abilities [1].

The main goal of adaptive physical education is to help people with disabilities adapt to normal life. Many people with disabilities experience moments in their lives when they find it difficult to function like a normal person, but certain physical exercises help overcome these obstacles.

The primary focus of adaptive physical education is the development and toning of the body's muscles and mental abilities that are impaired in people with disabilities. Understanding the nature of this phenomenon is the methodological foundation of adaptive physical education.

An attempt to introduce people with disabilities to such physical exercise and sports began in 1888, when the first sports club for people with speech impairments opened in Berlin. In Russia, such organizations working with the disabled emerged in the late 17th and early 18th centuries,

with the first therapeutic exercise rooms opened in Moscow in 1830 and St. Petersburg in 1834. Since then, adaptive physical education and sports have proven effective in improving overall fitness and meeting the social and environmental needs of people with disabilities, and have gained widespread popularity.

At the state level, a significant step in the development of adaptive physical education and support for people with disabilities was taken in 1992, when the Law "On Physical Culture and Sports in Uzbekistan" was adopted, which provided for the creation of adaptive physical education institutions in Russia for both the older and younger generations.

By 2000, the model Law "On Paralympic Sports" was adopted, allowing people with disabilities to participate in competitions. The development of Paralympic sports is constantly evolving and improving, allowing people with disabilities to discover new opportunities. As a result of this development, many people are becoming interested in adaptive physical education, and the number of people willing to participate in the Games is growing over time. The geographical spread of host countries has also led to the Paralympic Games being held not only in the summer but also in the winter. Thus, the modern Paralympic program includes 20 summer sports [2].

The Paralympic Games also include summer sports in which athletes with disabilities participate:

1. Track and Field: running, jumping, and throwing events, as well as wheelchair competitions for athletes with reduced mobility of the lower limbs;
2. Swimming: various swimming styles over various distances;
3. Wheelchair Basketball: this sport is designed for athletes with reduced mobility of the lower limbs. These teams consist of five players on each side of the court;
4. Wheelchair Tennis: athletes play in specially adapted wheelchairs and compete on an indoor or outdoor tennis court;
5. Wheelchair Volleyball: this sport is designed for athletes with reduced mobility of the lower limbs who play in wheelchairs.

A significant challenge of the ACO theory is the assessment of the needs, goals, interests, value orientations of individuals with disabilities, and the uniqueness of their personalities. The complexity of studying the formation and change of the concept of life of the "disabled" category within the country's population has been significant. A significant step has been taken toward addressing internal psychological complexes through adaptive physical education.

Unfortunately, the main difficulty with the theory of adaptive physical education is the lack of highly qualified, competent, and trained specialists in this field with extensive experience working with individuals with disabilities. This can generally be attributed to the limited number of higher education institutions offering training in this area.

Adaptive physical education is a vital component of the entire rehabilitation system for individuals with disabilities and health problems, across all its forms [3]:

- adaptive physical education,
- adaptive sports,
- adaptive motor recreation,
- adaptive physical rehabilitation,
- extreme types of motor activity,
- creative body-oriented adaptive physical education practices and forms.

Adaptive physical education classes emphasize aspects of life, such as: personal development through adaptive physical education, the use of methods for fostering moral awareness, and practical training for social life. Furthermore, classes focus on moral, aesthetic, work-related, willpower-driven, and environmental development of the inner world of individuals with disabilities. The trainer's interactions with their students focus on mutual understanding and respect. The trainer fosters independence and self-reliance in their students.

The continuous development of adaptive physical education and its activities are expanding their capabilities and the scale of their involvement. They are moving forward and continuously improving, introducing a variety of ideas and innovations into their activities.

With the development of IT technologies in the 21st century, they have found a place for their application in this field. Some are conducting scientific research into the paradoxical phenomena experienced by people engaged in adaptive physical education. Through their research and practical work, scientists have been able to identify areas of focus: modernizing approaches to defining the axiology (the study of values) of adaptive physical education, sports animation, integration in physical education, organizing consultation centers, applied aspects of integrating various sports into a single sporting event, the possibility of incorporating folk sports into adaptive physical practices, and more.

Olga Eduardovna Evseeva and Marina Vladimirovna Tomilova highlight a specific aspect of their work that suggests the future development of adaptive physical education in tourism for people with disabilities. They believe that specially programmed IT technologies, using specific methods, can organize outreach trips and tours for people with serious illnesses. This will empower them to believe in the best, to continue developing and living, and to maintain their social and leisure spirit. Therefore, such opportunities should always be provided to prevent their sensitive nature from undermining their already poor health [4, p. 106].

Adaptive physical education classes for children with various severe disabilities, as part of corrective and developmental education and rehabilitation, are based on a variety of motor activities that are essential for children in everyday life. The main characteristic of such activities is to promote children's maximum adaptation to the surrounding world by developing stable, practically essential skills and activity patterns that enable them to better adapt to future social life. Increasing physical activity helps improve overall endurance and enables them to more successfully adapt to various, repetitive, daily activities.

Stressing weak muscles while performing exercises simultaneously for a certain period of time demonstrates that the exercises are effective and even beneficial for the body. This stimulates strengthening of the cardiovascular, endocrine, nervous, respiratory, musculoskeletal, and other systems, while also boosting immunity and reducing the risk of contracting various other diseases [5, p. 10].

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