Pedagogical Function of Adaptive Physical Education in Working with Young People with Disabilities

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A B S T R A C T

This article provides information on the pedagogical function of adaptive physical education in the organization of physical education with young people with disabilities.

A R T I C L E I N F O

Article history:
Received 16 February 2022
Received in revised form
14 March 2022
Accepted 11 April 2022

Keywords: Sports, victory, education, training, trust, respect, office, rival, nation, knowledge, rehabilitation, health.

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Introduction. In recent years, in order to attract the population to mass sports in our country, to improve the quality of life of citizens and to maintain and improve the health of the population, to increase the activity of people with disabilities in society, to improve their lives and physical culture. a number of laws and decisions are being developed by our government. In particular, the Resolution of the President of the Republic of Uzbekistan No. F5006 of 01.08.2017 "On measures to further improve the system of state support of persons with disabilities" and the Resolution of the President of the Republic of Uzbekistan No. PP-5114 of 18.05.2021 The decision "On additional measures for the development of the Paralympic movement" is proof of our words.

Function should be understood as the social responsibility of adaptive physical culture, the diversity of its multifaceted role, its ability to influence a person with a disability, and to meet and develop the needs of the individual and society.

Tasks Explain the nature of adaptive physical culture and its main types, and demonstrate the great potential of working with people with health problems, including those with disabilities, in their rehabilitation, socialization, and quality of life.

Because adaptive physical education is a large-scale social phenomenon with very large functions, it mainly considers what can be done by a specialist, bachelor, or master in the field of adaptive physical education.

These are four task groups:

- rehabilitation (correction, compensation, prevention);
- pedagogical (educational, pedagogical, value-oriented, professional training);

- physical culture and sports (developing, competitive, entertainment, creative);
- Social (humanistic, socializing, integrative, communicative).

An adaptive physical education specialist (bachelor, master) is primarily a teacher (coach), whose set of "tools" to influence students includes pedagogical tools and teaching and learning methods. These are the pedagogical functions of adaptive physical education, which determine a specialist's ability to work with people with disabilities and his or her general professional and professional skills.

In adaptive physical education, the educational function plays an important role, which determines the work strategy and tactics, especially working with children with disabilities. Of course, the implementation of this function is of great importance when working with other age groups involved.

The function of education is closely related to the function of education, which is part of the pedagogical process. On August 29, 1997, the Law of the Republic of Uzbekistan "On Education" was adopted. The law provides for reforming the content and nature of the education system, creating a competitive environment for public and private educational institutions, as well as education and training. It ensures the consistent development of the education system as a single educational and scientific-production complex, as well as the constitutional rights of every citizen to education, the legal framework for vocational training and equal access to education. - it is a "single-oriented process of teaching and learning, which has a social significance and is carried out in the interests of man, family, society and the state, as well as intellectual, spiritual, moral, creative, physical and professional." the sum of knowledge, skills, values, attitudes, experiences and competencies acquired on specific objects and challenges for development purposes. Satisfaction of the individual, his educational needs and interests.

The legislature interprets education and training as follows.

"Education is an activity aimed at the development of the individual, the creation of conditions based on the interests of the individual, family, society and the state, based on the socio-cultural, spiritual and moral values of the student and socially accepted rules and norms of behavior."

- "Teaching - is the acquisition of knowledge, skills, competencies, experience, skills development, and experience in applying knowledge in everyday life and the interest of students in lifelong learning. is a targeted process in shaping. "

Implementing the educational function of adaptive physical education is the most important thing in this type of activity - it is only a human activity that predetermines the elimination of distractions. Of course, properly organized physical activity of a person with disabilities is the basis of the foundations of adaptive physical education, a central connection, but without the necessary educational component, without the intellectualization of this process, to achieve the goals of adaptive physical education and it is hard to believe that the expected effectiveness of the lessons will be achieved.

Health education for people with disabilities (education and training) allows for a gradual transition from interactive to independent learning under the guidance of a teacher. And for that, they need to be equipped with a whole system of specialized knowledge and skills, as well as the formation of appropriate value orientations for a healthy lifestyle, self-improvement and self-awareness. Therefore, there are three types of adaptive physical education: theoretical, practical and practical. Theoretical lessons study the structure and functions of the human body, the characteristics of the disease and its associated limitations, methods of influencing the processes of rehabilitation and improvement of the physical nature, taking into account the acquired knowledge for their transformation. And assimilated.

Such knowledge is the most important condition for successful adaptation to any type of socially useful activity.

In teacher-methodological sessions, the knowledge gained in the theoretical sessions is converted into skills, and then different sets of exercises are developed to perform them independently, and the components of the axiological concept of future life are formed.

In practice, these skills are raised to the level of skills, types of training are conducted, tests are conducted at the level of physical fitness, and so on.

Thus, the educational function of adaptive physical culture leads to the realization of the necessary knowledge and the ability of those engaged in the rational use of self in the process of rehabilitation, as well as the formation of the necessary beliefs, needs, and motivational valuesin a special database. These are personal characteristics. a system that forms the intellectual component that forms the basis of a person's true physical culture. (V.P. Lukyanenko).

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Conclusion. In conclusion, it is necessary to develop all measures to improve the health of people with disabilities among our people, first of all, to reduce the number of people with disabilities in our society. To do this, we need to pay more attention to medicine and sports. Rehabilitation and health-improving activities should be conducted to improve the health of people with disabilities. It is necessary to create in all regions of the country in our mahallas and rural areas areas for rehabilitation and rehabilitation training, as well as rehabilitation centers for people with disabilities.

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