



PECULIARITIES OF MOVEMENTS USED IN THE PHYSICAL REHABILITATION OF PEOPLE WITH DISABILITIES

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A B S T R A C T

The article provides a methodological basis for the effective organization of this activity, the specific features of the use of auxiliary devices in the restoration and development of the physical abilities of people with disabilities. The author considers the main goal of physical education of people with disabilities to be improving the functional state of a person, restoring or developing movement, and ensuring social adaptation.

KEY WORDS

Physical education of the disabled, the life of Jesus rehabilitation, movement characteristics, teaching techniques, individual adaptation, step-by-step training, social adaptation, recovery functionality.

INTRODUCTION

The movements used in the physical education of people with disabilities are adapted to the human body and its capabilities, and their main goal is to improve the individual's functional state, restore or develop motor activity, and ensure social and physical adaptation. In this process, the individual characteristics of each person, including their level of physical fitness, health status, and psychological characteristics, are taken into account. The characteristics of movements for physical education of people with disabilities are diverse, and their effectiveness depends on correctly chosen methods and adaptive tools.

The primary characteristic of movements for people with disabilities is their goal-oriented nature. Each exercise or movement is directly aimed at fulfilling a specific task. For example, movements used in the rehabilitation process are aimed at restoring muscle condition, developing balance ability, or improving functional capabilities. In addition, movements for people with disabilities can also be aimed at improving an individual's physical and mental state. Through them, people feel their body better and actively participate in the process of restoring their health.

Another important characteristic of physical education movements for people with disabilities is their individualization. This characteristic implies that movements are selected based on the unique characteristics of each person. For example, movements are modified to suit the specific physical limitations of individuals with disabilities. This process increases the effectiveness of the activity, as each person performs movements that are maximally adapted to them.

The effectiveness of movements for people with disabilities depends on their chosen forms and methods of implementation. Simplified or complex forms of movements can be used here. For

example, simple movements can restore the muscles and other organ systems of individuals with severe physical conditions, while moderately complex movements are aimed at developing specific physical qualities. Simultaneously, more dynamic movements allow for the combined use of various systems and improve the overall condition of the body.

The social orientation of movements is also an important aspect of physical education for people with disabilities. In this process, movements are adapted to activities performed in a group, which helps to develop social cooperation and communication skills. The social aspects of physical exercises help individuals with disabilities find their place in society, enabling them to actively participate in social activities.

Furthermore, movements for people with disabilities have a positive impact on an individual's psychological state. They increase a person's sense of self-control, calmness, and confidence in their abilities. Through movements, people feel their body better and strive to actively participate in restoring their health. This process also strengthens an individual's enthusiasm and motivation, which leads to improved overall results.

The movements in physical education for people with disabilities are scientifically based, and all of them are created based on the results of practical and theoretical research on the human body and its capabilities. The planning and practical application of movements in accordance with methodological rules increase the effectiveness of physical activity and further strengthen its social significance. These characteristics determine the practical value of physical education for people with disabilities and create opportunities for its application to various social groups in society.

Peculiarities of the Structure and Content of Stages in the Movement Learning Process

In the physical education process for people with disabilities, the structure of the teaching process and the content of its stages are crucial for effectively learning and mastering movements. This process is multi-stage, systematic, and orderly, adapting to the individual characteristics of each person. If the movement learning process is properly organized, it is possible not only to develop physical qualities but also to improve an individual's overall social and psychological state.

The first stage of the teaching process is the preparatory stage. In this stage, the main task is to stimulate the student's interest in new movements and form their motivation for movement. During this process, it is necessary to provide an understanding of the essence of the movement, its practical significance, and social benefits. It is also important to assess the student's physical and mental readiness. Based on this information, the learning process plan is developed.

The second stage is the introductory stage. In this stage, attempts are made to perform the movement for the first time. During this process, the student is introduced to the main elements of the movement, and its biomechanical structure is explained. The instructor demonstrates an exemplary form of the movement and analyzes all elements of the movement step-by-step. At this stage, great attention is paid to the student's assimilation of the movement through observation and listening. At the same time, it is important to approach errors in performing the movement correctly, analyze them gently, and provide guidance for their correction.

The third stage is the repeated assimilation stage. In this stage, attention is paid to forming the student's skills through regular repetition of movements. At this stage, the technical aspects of the movement are perfected, and each element is firmly imprinted in the student's motor memory. In this process, the instructor organizes repeated exercises in various conditions to ensure the stability of the skills. This process continues until the movements reach an automated level.

The fourth stage is the creative assimilation stage. In this stage, skills for applying the movement in new conditions are formed. Students learn the unique characteristics of movements in different conditions and modify them based on their abilities. At this stage, students learn to independently analyze movements and creatively re-process them. The creative application of movements strengthens their social significance in society, increasing an individual's independence and confidence.

Defining Characteristics of Movement Teaching Methodology in Physical Education for People with Disabilities In the physical education process for people with disabilities, the specific characteristics of the teaching methodology are crucial for learning movements and applying them in practice. This methodology is developed taking into account a person's physical, psychological, and social state and is adapted to the individual needs of each person. For its successful application, it is necessary to understand and adhere to a number of crucial characteristics. The first distinctive feature of the methodology is the application of the individual approach principle. In physical education for people with disabilities, the capabilities, level of physical fitness, health status, and psychological state of each student are determined. Based on this, the tasks and exercises in the movement learning process are individualized. For example, for individuals with disabilities, simplified versions of movements are chosen or technical aids are used. The second important feature is the step-by-step approach. The movement learning process is not aimed at mastering all elements at once, but rather is based on the principle of moving from simple to complex movements. For example, for individuals with limited hearing, visual instructions are prioritized, while for individuals with limited vision, tactile methods are important. The fourth feature is stimulating and supporting motivation. In the movement learning process, the student's social and personal interests are taken into account. It is important to increase the student's confidence and motivate them for new tasks by providing positive feedback and acknowledging their achievements during the exercises. The fifth feature is creating opportunities for the creative application of movements. The methodology is an integral part of teaching not only to learn movements in a standard form but also to apply them creatively in various situations. For example, skills such as applying movements in sports games and incorporating them into daily activities are developed.

The sixth feature is the harmony of group and individual teaching methods. In the physical education process for people with disabilities, group exercises are conducted to ensure the individual's socialization, but at the same time, an individual approach adapted to the personal needs of each student is maintained. The viability and effectiveness of the methodology largely depend on the instructor's qualifications. The instructor should help overcome difficulties that arise during the movement learning process, provide necessary psychological support, and conduct the process in a spirit of social cooperation. The effective application of the methodology in the physical education process for people with disabilities serves to ensure an individual's physical, psychological, and social development.

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