

Adaptive Physical Education Functions

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Annotation:

This article discusses the functions of adaptive physical education. Information about physical education methods and its functions, mainly used in physical education classes, is provided. We know that there are pedagogical and rehabilitation functions.

Keywords: Adaptive physical culture, individual and community needs, rehabilitation, pedagogical, exercise therapy, rehabilitation functions.

Function should be understood as the social responsibility of adaptive physical culture, the various manifestations of its multifaceted role, its ability to affect a person with impaired health, to meet and develop the needs of the individual and society.

Tasks Reveals the essence of adaptive physical culture and its main types, demonstrates its great potential in working with people with health problems, including the disabled, in their rehabilitation, socialization, and improving the quality of life.

Since Adaptive Physical Education is a large-scale social phenomenon with enormous functions, it mainly considers what can be done by a specialist, bachelor's or master's degree in the field of Adaptive Physical Education.

These are the four task groups:

- rehabilitation (correction, compensation, prevention);
- pedagogical (educational, educational, value-oriented, professional training);
- physical education and sports (developing, competitive, entertainment, creative);
- social (humanistic, socialization, integrative, communicative).

Rehabilitation functions. Rehabilitation functions are of great importance since a person with a health defect is the main object of the influence of adaptive physical education.

The corrective function of adaptive physical education occupies one of the leading positions.

This task is aimed at creating conditions and conducting work for the treatment and correction of primary and accompanying diseases and secondary deviations in the state of health of students.

It should be said that the corrective function of adaptive physical education is suitable not only for its type, such as physical rehabilitation, but also for all: adaptive physical education, adaptive sports, adaptive movement rehabilitation, creative and extreme types of human physical activity.

It should be remembered that physical exercises, rationally selected complex effects using natural ecological and hygienic factors allow to regulate the activity of almost all organs and systems with appropriate psychological and pedagogical support: his internal organs, sensory systems, musculoskeletal system, speech functions, intelligence and others.

In addition, this feature offers the possibility of correction of cognitive, emotional, voluntary, behavioral domains related to vision, hearing, musculoskeletal, etc., not only in people with intellectual disabilities.

Before the advent of adaptive physical culture, the corrective function was mainly performed using therapeutic physical culture (exercise therapy). Of course, it is very useful to have exercises in the state of health of therapeutic gymnastics to correct the functions of the cardiovascular, respiratory and many other systems in the body. But the fact that exercise therapy is mainly focused on the biological characteristics of a person does not allow it to fully use the rehabilitation potential inherent in Adaptive physical culture, where the person is considered as an inseparable unit of biological and spiritual, psychological and social culture.

The function of compensation is especially important when working with people who have lost or damaged an organ or system forever. Legs, sight, hearing, spinal cord injury, mental retardation, and similar damage to the body are irreversible.

In such cases, adaptive physical education guides both the teacher and those involved in the possibility of compensating the lost functions with the maximum use of the preserved organs and systems.

In case of visual disturbances, it is recommended to activate auditory, temperature, olfactory, muscle-articular, skin and other senses, which allow to form a spatial temporal picture of the environment or to increase its "brightness". In the process of exercise for blind or visually impaired people, new (unconventional) sensory and sensory standards, sensorimotor complexes, and perceptual cycles develop, which use the active work of sensitive analyzers, integrated into a new integral system of safe (sensitive) organs.

The compensatory function of adaptive physical education considers similar possibilities for activation of preserved human organs and systems, as well as for all other types of injuries and diseases.

The preventive function of adaptive physical culture is used to prevent physical exercise, natural environmental and hygienic factors, physical weakness and hypokinesia, which are present in a certain type of disease or injury, which affect the ability to maintain a certain health. falls to the one who does not have it.

The main obstacle in the implementation of the preventive function is a persistent psychological stereotype: if a person is sick or has any injury, he needs treatment (primarily pharmacological or surgical intervention) and rest (elimination of the burden). must provide. The validity of this thesis is related to the acute stages of the disease. But at the end of this stage, the development of chronic diseases, the presence of injuries and injuries during the remission stage are absolutely not applicable.

In addition, for people with health problems, rationally organized motor activity, adapted to their characteristics, is several times more important and necessary than for healthy people (S.P. Evseev).

Creating an "artificially controlled environment" that "artificially activates the movement of the situation" is the most important condition for the implementation of the preventive function of adaptive physical culture. Artificial amplification of signals to sensory organs, physical support and insurance for the health of disabled children allows them to perform actions characteristic of a certain age, thereby recognizing the world, improving the functioning of all organs and systems. activation, mental retardation, autonomic diseases, etc.

Pedagogical functions. A specialist in adaptive physical education (bachelor, master) is primarily a teacher (teacher, coach, teacher), and his set of "tools" for influencing students includes pedagogical tools and teaching and education methods are included. These are the pedagogical functions of adaptive physical education, which determine the specialist's ability to work with people with health problems and his general professional and professional skills.

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

The educational function is closely related to the educational function, which is part of the pedagogical process.

On August 29, 1997, the Law of the Republic of Uzbekistan "On Education" was adopted. This Law envisages the reform of the content and nature of the education system, the creation of a competitive environment in the field of state and non-state educational institutions and in the field of education and personnel training. It ensures the consistent development of the education system as a single educational and scientific production complex, as well as defining the legal basis of education, training, and vocational training for citizens and the constitutional rights of every person to receive equal education. education is "a single oriented process of teaching and learning, which is of social importance and is carried out in accordance with the interests of a person, family, society and the state. as well as intellectual, spiritual, moral, creative, physical and (or) the totality of acquired knowledge, skills, values, attitudes, experience and competence for the purposes of professional development, the satisfaction of his educational needs and interests

The legislator 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 student's socio-cultural, spiritual and moral values and socially accepted rules and norms of behavior."
- "teaching is students' acquisition of knowledge, skills, competences, experience, development of abilities, accumulation of experience in applying knowledge in everyday life, and students' interest in lifelong learning is a purposeful process of formation".

The implementation of the educational function of adaptive physical education is the most important thing in this type of activity - the fact that it is only a person's active activity predetermines the elimination of distraction. Of course, the properly organized physical activity of a person with health defects is the basis of the principles of adaptive physical education, the central link, but without the necessary educational component, intellectualization of this process, the implementation of the goals of adaptive physical education and it is difficult to believe that the expected effectiveness of the lessons will be achieved.

Health education (education and training) of people with disabilities provides an opportunity to

gradually move from interactive classes to independent learning under the guidance of a teacher. And for this, they must be equipped with a whole system of special knowledge and skills, as well as the formation of appropriate value directions for a healthy lifestyle, self-improvement and self-awareness.

Therefore, three types of adaptive physical education classes are conducted: theoretical, practical and practical. In theoretical training, the structure and functions of the human body, the characteristics of the disease and the limitations associated with it, the methods of influencing the processes of rehabilitation and improvement of physical nature, taking into account the acquired knowledge, are studied for their own change. and assimilated.

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

In teacher-methodical training, the knowledge gained in theoretical training is transformed into skills, various sets of exercises are developed for their independent performance, and the components of the axiological concept of future life are formed.

In practical training, these skills are raised to the level of skills, trainings are conducted, physical fitness level tests are conducted, etc.

Thus, the educational function of adaptive physical culture leads to the realization of the necessary knowledge and the ways of rational use of oneself in the rehabilitation process, as well as the formation of the necessary beliefs, needs, motivational values in a special information base, or these personal characteristics. a system that forms the intellectual component that is the basis of a person's real physical culture. (V.P. Lukyanenko).

The educational function of adaptive physical culture creates an opportunity to form a well-rounded person.

This function implies the formation of moral behavior on the basis of formed knowledge, beliefs, values. In other words, the educational function is to transform the knowledge formed during the educational process into a regulator of human behavior with exercises in the state of health, to be an effective motivator of self-education, self-improvement, self-improvement. creates the ground for self-regulation and, as a result, for it to manifest itself, to manifest itself in any type of activity.

Through education, it is possible to overcome the complexes of shortcomings of citizens of this category, to have self-esteem, to behave as an equal person without striving for positive situations, as well as to win medals in high-level international competitions.

The educational process provides an opportunity to correct negative personality traits due to spontaneous socialization processes, which often lead to unpredictable results due to their invisibility and unconsciousness.

The value-oriented function of adaptive physical culture is based on the values of a healthy lifestyle, determines the maximum level of self-realization in any type of human life, and allows to direct the formation of an axiological (value) concept of a person with health defects. will give. Implementation of democratic norms and principles, tolerant behavior.

The value-oriented function of adaptive physical culture actively uses Olympic ideals and cultural exercises (V. Stolyarov, 2014).

The ideals of social relations of Olympism are still relevant today - democracy, internationalism, equal rights for all people and nations, enlightenment in the spirit of true patriotism, racial, religious and political differences, as well as peace, friendship and mutual understanding. despite its humanist values. . I., 2014).

The task of professional training of adaptive physical education is to prepare students for possible professional activities.

In the theory and methodology of physical education, professional practical physical education is considered separately as a process of providing special physical training for a selected professional activity.

In other words, it is a learning process that enriches the individual fund of professionally important motor abilities and skills, the development of physical and directly related abilities, which professional ability is directly or indirectly related to (L.P. Matveev).

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