

Physical Education of University Students as Part of the Physical Training of Students with Disabilities for the Successful Implementation of Professional Activities

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Annotation: *The article examines the professional activity of a specialist, which depends on his theoretical knowledge, physical training in general, and also experience working with students with disabilities. This fact determines the need for an effective system of pedagogical measures that ensure health improvement and the proper level of development of motor abilities of students with disabilities during their studies.*

Keywords: *students with disabilities, professional activity, physical development, educational and training process, individual characteristics of students with disabilities.*

Introduction.

The professional activity of a modern specialist depends on their theoretical and practical knowledge, as well as experience. This fact determines the need for an effective system of pedagogical measures that ensure health improvement and the proper level of development of motor abilities of students with disabilities during their studies. In the range of studies devoted to various problems of the theory and practice of physical education of students with disabilities, an important place has always been occupied by scientific developments in the field of determining effective forms of organizing classes, means, methods and ways of their improvement, which is designed to ensure optimization of the motor regime and a high level of physical fitness of students with disabilities. At the same time, the solution to the issue of constructing a model of the educational and training process, taking into account the development of individual characteristics of students with disabilities, is of particular relevance. This determines the need for further deepening of knowledge aimed at solving issues related to the search for effective forms of organizing loads at different stages of training and determining rational ways to increase the motor potential of students with disabilities in all courses of study.

Methods

Methodological construction and implementation of individually differentiated content of physical education, sports, and recreational activities in the university assumes the optimality of training loads of various orientations. Age dynamics of development of psychophysical qualities, improvement of sensorimotor and vegetative functions of the body largely determine the continuity of goals and objectives, content, selection of means, and methods of physical education and sports training. It is advisable to include issues of the optimal ratio of the direction and magnitude of physical activity, and the creation of conditions for adequate alternation of training effects of strength, speed, coordination, etc. nature and their combination with rest both within one and a system of classes, taking into account the individual characteristics of students with disabilities. Such forms of increase and the order of variation of physical loads are possible only under the condition that the purposefulness of training effects is ensured.

In scientific and methodological literature, there are recommendations on the development of the strengths of physical fitness of students, on the greatest effectiveness of endurance loads, as well as the

need for comprehensive education of motor skills. Analysis of the results of the studies showed that unidirectional training loads are accompanied by deeper functional changes in the body and, accordingly, a more significant increase in physical fitness. Given the relatively small volume of motor activity of students with disabilities within the framework of compulsory physical education classes, the use of loads of one predominant direction at certain stages of training is fully justified by the novelty of this approach, which consists in creating a massive training effect on the body of students with disabilities using targeted loads. The main basis for this is the idea of the patterns of long-term adaptation of the body to muscle work, which forms a relatively adaptive morphofunctional body, the result and external expression of which is an increase in the level of its specific performance.

The most important principle of implementing educational technologies in the physical education and pedagogical process is the use of the basic theory and methods of sports training. And such a factor as the organization of training effects can find successful application not only in sports, but also in the process of physical education with students with disabilities of the university.

Results

Based on the above, it becomes obvious that there is a need to develop physical education for students with disabilities at the university, as part of physical training for the successful implementation of the process of physical development of specialists in various fields for work in dynamic market conditions.

Today, one of the most pressing problems of modern higher education is the problem of professional training of high-level personnel. This level is determined not only by the availability of fundamental knowledge but also by professional skills. Increased requirements for a specialist predetermine the targeted development of their individual psychophysical abilities, which have practical significance in professional activity. Colossal physical and mental loads of workers in any field of activity determine increased requirements for the health and physical fitness of a specialist and, as a consequence, his high stability. The quality of the organization of the educational process of physical training of university students for future professional activity is of great importance.

The structure of this educational process, in our opinion, is determined by its organizational culture, which, representing a number of value orientations and behavior of teachers of the Department of Physical Education, acts as one of the elements of the educational system: it has a significant impact on the formation of motivation of students with disabilities to engage in physical education and sports, their assimilation in the process of learning and communicating with the teacher of psychological attitudes, value orientations and business qualities of the individual, their behavioral models, which they implement in the future, both in life and in the workplace.

The most common types of organizational culture are: family, focused on the values of relationships and interpersonal agreement, and business, focused on the values of success in the labor market.

With the dominance of the family type in the organization of the physical training process, the relationship between teachers and students with disabilities is of no small importance. Therefore, students with disabilities develop practical skills in establishing friendly relationships in the workplace. But in some cases, this model harms the quality of physical training, since informal relationships lead to a more loyal attitude and demands on students with disabilities, violation of discipline during training sessions, and even the desire of those studying to get credit in any way.

With the dominance of the business type of organizational culture in the organization of the physical training process, the values of success and creative approach to activity acquire greater importance. This model is characterized by: high demands on the organization of conditions and quality of teachers' work; a strict approach of teachers to the quality of fulfillment of their requirements by students with disabilities in the educational and training process: coherence in the interaction between teachers and

students with disabilities; a sense of satisfaction from work and pride in its results, as well as loyalty to the organization and readiness to meet its high standards.

Conclusion.

Based on the above, it becomes obvious that there is a need to develop and improve the educational and training process for working with students with disabilities for the successful implementation of the process of physical training of students with disabilities in various fields for work in market conditions.

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