



## PHYSICAL TRAINING FOR STUDENTS WITH HEARING DISABILITIES AS AN OBJECT OF RESEARCH

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**ABSTRACT:** - The content of the stages of development of the theory and methodology of physical education in a special school is analyzed. Students with hearing impairments are examined as a subject of physical education research.

**KEYWORDS:** Students with hearing impairment, special school, exercise, physical education, research, physical education theory, methodology, stages, methods, requirements.

### INTRODUCTION

In our country, the government's decisions and laws on the ways to improve physical culture and sports and the current state, the progressive teachings on the full development of man during the development of society are being put into practice. These teachings are not limited to the full development of man, but try to reveal its content and theoretically and practically substantiate the ways to implement these ideas.

Oriental thinkers - Abu Nasr Farobi, Abu Rayhan Beruni, Firdavsi, Abu Ali ibn Sino, Mirzo Ulugbek, Alisher Navoi, Babur and others. formed by This is evidenced by the statement of Abu Ali ibn Sina, the Sultan of Medicine, in his book The Laws of Medicine, "A person who exercises regularly does not need any treatment."

Or the great Amir Temur says in his charter: "Three things are observed in recruiting young navkars: the first is to be healthy and strong, the second is to use the sword

**"PHYSICAL TRAINING FOR STUDENTS WITH HEARING DISABILITIES AS AN OBJECT OF RESEARCH"**

skillfully, and the third is to be intelligent and to perfection. " His grandson Mirzo Ulugbek said, "If you want your child to grow up healthy and strong, exercise and train him from an early age."

The main results and findings

One of the most important tasks today is to study the rich traditions and experience of our people in the field of education. The study of the ideas of our enlightened scholars and sages of the past about education and upbringing, the traditions of oral folklore, plays an important role in the development of pedagogy and the history of pedagogy. Children's games have attracted the attention of many philosophers, sociologists, anthropologists, biologists, art critics, ethnographers, and especially psychologists.

The great thinkers of the East - Abu Nasr al-Farabi, Abu Ali ibn Sina, Mahmud Qashqari, Abu Rayhan Beruni, Al-Hakim Termizi, Khoja Ahmad Yassavi, Bahovuddin Naqshbandi, Alisher Navoi believes that it is possible and that they can be educated by giving them good advice, by word of mouth, by punishment, and by hard work.

The scientist positively assessed human qualities: diligence, politeness, intelligence, wisdom and other similar qualities. It connects all human qualities with mental activity.

Zahiruddin Muhammad Babur believes that children's personalities are shaped by their lives, but that work and the environment play an important role in this, and that human qualities are found in those who work and suffer. He said, "Love children, pay attention to their games and hobbies, their tender feelings: any of you will remember with sadness those moments when the heart, which never ceases to laugh, enjoys this world."

A careful scientific study of Alisher Navoi's brilliant ideas and opinions on education, which have played an important role in the history of Uzbek literature and culture, will add a valuable treasure to the history of pedagogy in Uzbekistan. Navoi was not only a poet, but also a wise scholar with all-round knowledge.

A. Navoi was a fiery herald of science in his time. He was a caring, kind and sincere youth coach. That is why almost all the works of this wise scientist and thinker have great ideas about education and upbringing. Well-known Uzbek poet Alisher Navoi attaches great importance to the upbringing of children and the formation of their personality, describing the child as the "light" of the house, the child brings happiness and happiness to the family. He stressed the need to educate and educate children from an early age, and stressed the need to give boys and girls to teachers and educators from the age of six, emphasizing that young people should learn the sciences and trades from an early age [8 , 9]. Speaking about the psyche of people, Jalaliddin Davani, depending on the power of anger, said: some people get angry quickly and get angry quickly, some people get angry slowly and get angry quickly, some people get angry quickly. those who get angry quickly and walk away from anger for a long time. The latter type of anger is considered good and the latter is considered the worst.

The famous thinker Abu Ali ibn Sina's teachings were recognized not only in the East but also in the West, and for many scholars his works have served and continue to serve as a fundamental basis for scientific research. . Abu Ali ibn Sina said, "Excessive exercise initially heats up and dries it up. Then it will cool down in the end. " The external environment that surrounds the child plays an important role in the formation of the child's personality, and this external

environment and people influence not only the child's knowledge of the world around him, but also the composition of his behavior, good and bad. The boy knew that being careful was a bad environment and a bad person.

According to Hamza Hakimzoda Niyazi, another well-known national thinker, a child's personality, mental development, will, and behavior are formed through their games [1,9]. not depends on the upbringing given to him (). He made extensive use of his children's books, such as "White Rose," "Red Rose," and "Alphabet." "The game is such a huge lighthouse that a wave of vivid ideas and perceptions about the world around the child enters his spiritual world. The game is a spark of curiosity and curiosity, "said the great poet, especially for young children. Therefore, it is useful for children to play some games in order to strengthen their physical condition and personal development. There is no point in taking children out of the game. Their constant sitting and not moving can weaken their bodies and affect many of their mental states. Parents should always encourage and promote their children's play. But children's games should not go beyond morality. " Fitrat believed that these actions of the child in the game should help him to develop his mind, relaxation, knowledge, as well as the formation of the child's personality. According to him, through games it is possible to study the lives of children, as well as to educate them mentally and morally, and most importantly, to place a great deal of emphasis on the child's physical condition. while others thought about the influence on the formation of character, while others thought about the qualities that are formed in man as a result of these influences. According to them, it is a sacred source of family upbringing, in which parents play an important role as role models. Family

traditions influence the development of such qualities as courage, kindness, compassion, honesty, justice, cooperation, honesty, and modesty.

The development of the theory and methodology of physical education in a special school involves several stages. The first period is the earliest (empirical) knowledge of the impact of physical activity on the body during human social activity (N.I. Ponamarev). The accumulation of the earliest empirical knowledge enabled us to realize the benefits of 'exercise' and to understand the ways in which it could be understood and observed, which was instrumental in creating the conditions for the emergence of 'exercise and physical training'.

The second period — the creation of the first methods used in physical education — covers the period of slavery and the Middle Ages in ancient Greece (G.D. Harabuga).

These methods of physical education are based on experiments, and philosophers, educators, and physicians are unable to explain the mechanism of action of exercise because they do not yet know the laws of the human body, so they evaluate the benefits of exercise based on external results. The Greek method of physical training was well known. He was able to combine existing tools and techniques into a single system to develop strength, endurance, and other movement qualities. By the middle of the Middle Ages, the variety of styles had increased. The first manuals on gymnastics, swimming, games, archery, horseback riding, and fencing will appear. Our ancestors Abu Nasr al-Farabi, Abu Ali Ibn Sina, Abu Rayhan Beruni developed the scientific worldview of physical education.

The third stage is the intensive accumulation of theoretical knowledge about physical education. Covers the period from the

Renaissance to the end of the 19th century. The development of the science of human education, its teaching and treatment, the period when philosophers, educators and doctors began to pay attention to the problems of physical education, the period when philosophical, pedagogical and medical information about the essence of physical education began to emerge. These data were still diverse, as they were often developed in the more independent philosophical, pedagogical, and medical disciplines of the time. Along the way, but to the extent necessary, the times of such scientific sciences have often begun to realize that their problems cannot be solved without considering the role of physical education. Early in the Renaissance, pedagogical humanists and imaginary socialists began to view physical education as one of the mandatory parts of education as a whole.

In particular, the Swiss Democrat, educator MG Pestalokki (1746-1827) created a system of physical exercises for the development of children's motor skills, which has a special place in the general theory of pedagogy. In the 18th century, anatomists conducted research on the "biomechanics" of exercise, and in the 19th century, scientific and theoretical work on physical education emerged. The content of education was opened and the role of physical education was defined in it and ways of comprehensive development of the person were defined. came out.

The Fourth Period - From the end of the 19th century, the theory and methodology of physical education as a scientific and educational science began to take shape. A characteristic feature of this period was that physical education as a science began to influence other aspects of society. Pyotr Fransevich Lesgaft (1837-1909), one of the scholars of the theory of physical education,

with his works on history, anatomy, pedagogy, anthropology, methods of physical education, said that the theory and methodology of modern physical education is an independent scientific theoretical and educational subject. scientifically proven.

The fifth period was the period of research of scientists from developed countries and the former Soviet Union, when the intensive development of science was based on materialist dialectics and based on methods that were considered progressive at that time.

A whole team of scientists, specialized scientific and educational institutions have worked effectively to solve the problems of physical education. The abundance of practical materials, the discovery of good laws, led to the differentiation of the first single theory and methodology of physical education. New special disciplines include "Organization and Management of Physical Culture", "Exercise Biomechanics", "Sports Psychology", "Sports Metrology", "Sports Physiology", "Therapeutic Physical Education", "Physical Hygiene" and others. Some of the above disciplines have shown the need to make extensive use of the knowledge of a number of mixed sciences. For example, the problem of physical education of children with hearing impairment is not only a problem of sports pedagogy, but also a social, psychological, sociological and biological problem. It has long been recognized that physical education is a key factor in the overall development of children. Regular physical activity combines mental and physical development.

It would be a big mistake to think that physical education in private schools is just a combination of physical activity. Physical education refers to the development of qualities that meet the needs of society

through organized exercise, exposure to the forces of nature and hygienic factors [8,9].

Health is the key to human development, to the manifestation of all one's strengths and abilities. The growth and normal development of a child at school age depends to some extent on the intellectual, emotional and volitional development of the organism. Therefore, maintaining the health of primary school children is a leading task of physical education, and at this age, physical education has an effective effect on the body. After all, during this period it is necessary to effectively use the positive effects of exercise, fresh air, sunlight, clean water on the child's body.

Physical education is an important part of all educational work in special schools. The solution of existing deficiencies in children in special schools is the main leading goal of physical education. Given the complexity of the physical and mental development of children with hearing impairments, the importance of physical education in special schools is even greater. This is because most of these children have specific diseases of the brain, heart, blood vessels, and respiratory system, in which their muscle tone is relaxed. Physical growth is often lagging behind in children with disabilities. This is due to the fact that children do not grow well, have weak muscles, imbalances in the structure of the body, and defects in the spine. Hearing-impaired children are not able to cope with their hearing impairments on their own. They do not understand the essence of exercise. They lack the endurance, will, and purpose to improve their performance. At such times, special school teachers and educators need to help children closely. Because physical education with normal children is not transferred directly to schools [1,5].

In the works of famous Russian defectologists AN Graborov, DI Azbukin, GD Dulnev special

attention is paid to the issues of physical education of students of special schools [2,5]. emphasized the notion that a special responsibility should be approached. Because elementary school is the foundation of a child's mental and physical development. Small school age is a very convenient period to correct deficiencies. Because the earlier you start, the more well-organized exercise classes will be in writing, drawing, and handicrafts.

Exercise has a positive effect on the overall body of the child and helps to improve the vital functions of the whole body. Exercise, especially in the fresh air, improves metabolism and improves breathing. These, in turn, lead to an improvement in the general condition of the hearing-impaired child. Physical education classes have a particularly positive effect on mental performance. Proper physical development is possible only with the skillful combination of physical training and physical education. Physical education in special schools can take into account the age and individual characteristics of students. Otherwise, while physical training benefits one, it can harm the other.

The following methods and requirements are followed in the physical education of special school students [6].

1. Organize the agenda of a child with hearing impairment in accordance with the requirements of hygiene, monitor its implementation
2. Eat well and on time
3. Teach children the rules of personal hygiene and develop skills.
4. Alternate mental and physical work, ensure consistent physical activity.



5. Involve the child in community activities at home and at school.

6. Organize and organize a summer vacation properly.

We know that in every classroom of a special school, there are different levels of hearing loss in children. They also have different moods and physical abilities. Successful physical education can only be achieved through consistent training. Physical education staff should work closely with physicians. When a teacher does not pay attention to these things, light work that does not require physical or mental effort will not be effective.

Methods of conducting physical education classes in educational institutions are methods of organizing students to perform exercises in accordance with the teacher's plan [8,9].

The main methods used in the primary grades of a special school are group, flow, sequential, group and individual (individual methods), circular exercises and non-traditional methods.

The group practice means that all students do the exercises at the same time. Its advantage is that it covers more children, achieves high intensity and high physical activity in the classroom. A good example of a group exercise is when children follow a teacher's instructions or instructions. This method can be used to teach many exercises in the school program (gymnastic cleansing and re-cleansing, walking, running, some types of jumps, throwing, posture formation, exercises with balls, sticks, short ropes, o 'yinlar).

This method is widely used in the work with all primary school students, especially in the introduction of educational materials. In the flow method, students perform one exercise in sequence, one after the other, in a

continuous flow. These flows can be two or three, depending on the circumstances. For example, in balance training, if you have, say, three wooden benches or a gym bench, you can create three streams.

The flow method is useful for acrobatic exercises, long rope exercises, bench and gymnastic wall climbing, jumping, balancing, leaning, long jump and balance jumping. they perform the exercise in turn. For example, students walk on a bench and then climb a tree. However, this flow method does not allow the teacher to observe all the exercises performed by the students, although this method is used very effectively in due course.

The flow method is used to increase the skills and abilities, as well as to increase the load.

In the queue, all students take turns to complete the exercises in class. Exercises can be done for as many students as there are students in each row. They keep track of the miles they have and if and when they expire. For example, if there are 10 gymnastics walls in the hall and 12 students in the classroom, three groups will be formed to perform the exercises of stretching and shaping.

The turn method is usually used in high jump, long jump and target shooting, climbing, hanging, acrobatics.

In the queue, all students take turns to complete the exercises in class. The more students in each row, the more students can complete the exercises. The rest of us watch as they move. For example, if there are 10 gymnastics walls in the hall and 12 students in the classroom, three groups will be formed to perform the exercises of stretching and shaping. The turn method is usually used in high jump jumping acrobatics. The group method means that students are divided into groups, and each group works independently according to the teacher's assignment. This

method is used when there is a lack of equipment and tools for the exercise. Two or three exercises at a time will be studied in order to use them wisely. Groups switch places after a while. Each group is assigned a leader to oversee the children's movements during the lesson. Dividing into groups is usually done by counting from two to three, or by re-arranging from a single row to a two- or three-row row, and moving each row to the appropriate place.

#### Conclusion

In classes, groups are arranged in a way that does not interfere with each other. The group method can be used when all children are sufficiently prepared for independent study. The individual method is that each student exercises independently and the others follow him. This method is used in the approximate lesson. This allows the teacher to conclude after each exercise that the children are doing the exercise better, focusing on the shortcomings and mistakes that have been made, which is very important in terms of teaching and learning. Tasks for the course, the exact conditions depend on the number of students and their readiness. In addition, the use of different methods is an important factor in making the lessons interesting.

Also, the methodological heritage of oriental thinkers - Abu Nasr Farobi, Abu Rayhan Beruni, Firdavsi, Abu Ali ibn Sino, Mirzo Ulugbek, Alisher Navoi, Babur and others, the traditions of folk pedagogy, in the organization of physical education in a special school. the effective use of the physical education of children with hearing impairments of religious teachings also has a positive effect.

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