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«O'zbekiston olimi ayollarining
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ORGANIZATION OF ADAPTIVE PHYSICAL EDUCATION AND SPORTS SESSIONS AT THE INITIAL TRAINING STAGE

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Annotatsiya: Ushbu tezisda «Adaptiv jismoniy tarbiya va sport» mutaxassisligi talabalari uchun boshlang'ich tayyorgarlik bosqichida mashg'ulotlarni tashkil etishning ilmiy-uslubiy asoslari va pedagogik xususiyatlari ko'rib chiqiladi. Qat'iy tartiblashtirilgan mashq usullarini o'yin elementlari bilan birgalikda qo'llash, jismoniy yuklamalarni me'yorlash hamda harakat ko'nikmalarini bosqichma-bosqich shakllantirish zarurati asoslab berilgan.

Аннотация: В тезисе рассматриваются научно-методические основы и педагогические особенности организации занятий на этапе начальной подготовки студентов специальности «Адаптивная физическая культура и спорт». Обоснована необходимость сочетания методов строго регламентированного упражнения с игровыми элементами, дифференцирования нагрузок и поэтапного формирования двигательных навыков. Раскрыты четырёхэтапная структура обучения двигательным действиям, критерии рационального построения занятия (моторная плотность, дозирование нагрузки) и педагогические условия, обеспечивающие его безопасность и эффективность.

Abstract: This paper examines the scientific-methodological foundations and pedagogical characteristics of organizing training sessions during the initial training stage for students majoring in "Adaptive Physical Education and Sport." It substantiates the need to combine strictly regulated exercise methods with game-based elements, to differentiate workloads, and to develop motor skills in a phased manner. The paper outlines the four-stage structure of teaching motor actions, the criteria for the rational organization of a session (motor density, workload dosage), and the pedagogical conditions ensuring safety and effectiveness.

Kalit so'zlar: adaptiv jismoniy tarbiya, boshlang'ich tayyorgarlik, harakat ko'nikmalari, yuklama va dam olish, o'yin metodi, koordinatsiya, tabaqalashtirilgan yondashuv.

Ключевые слова: адаптивная физическая культура, начальная подготовка, двигательные навыки, дозирование нагрузки, игровой метод, координационные способности, дифференцированный подход.

Keywords: adaptive physical education, initial training, motor skills, load regulation, game method, coordination abilities, differentiated approach.

Introduction (Literature Review)

The initial training stage in physical education and adaptive sports lays the foundation for physical literacy, basic physical qualities, and a sustained interest in regular physical activity [2; 3; 8]. Theory and methodology in the field of physical culture

emphasize that initial training should not be reduced to narrow sports specialization; rather, its key objective is to expand the repertoire of vital motor skills and to develop agility, flexibility, and coordination [1; 3; 5; 7].

For students specializing in "Adaptive Physical Education and Sport," mastering the methodology of initial training holds dual significance: on the one hand, it enhances their own physical fitness and the body's adaptive reserves; on the other, it fosters the professional-pedagogical competencies required to work with individuals who have health limitations. The specific nature of adaptive physical education lies in the fact that content, methods, and workloads are tailored to the functional capabilities of the participants, while the pedagogical objective encompasses not only teaching movement skills but also the correction and compensation of impaired functions and social adaptation [2; 8].

Training at the initial stage is based on general didactic principles: conscious engagement and active participation, systematic and sequential progression, and accessibility and individualization ("from simple to complex, from easy to difficult") [3]. The relevance of the topic stems from the need to systematically combine strictly regulated exercises with game-based activities, ensure appropriate workload management, and structure the stages of motor skill acquisition.

The aim of the study is to substantiate the scientific and methodological foundations for organizing training sessions during the initial training stage for students majoring in "Adaptive Physical Culture and Sport." The objectives are to clarify the content and structure of the initial training stage; examine methods for teaching motor actions and regulating training loads; and determine the pedagogical conditions and recommendations for organizing the sessions.

Materials and Methods

This study is based on an analysis and synthesis of scientific and methodological literature regarding the theory and methodology of physical education and adaptive physical education, as well as an analysis of the methodology for conducting sessions at the initial training stage. The following scientific-pedagogical methods are employed in organizing the sessions:

1. Methods of strictly regulated exercise. These ensure precise regulation of physical load, a clear sequence of movements, and strict alternation between work and rest phases; they include, in particular, the repetition, interval, and circuit methods.

2. Methods for teaching motor actions:

- part-to-whole (constructive) method — used when mastering biomechanically complex exercises and coordination elements;
- whole method — used when performing simple preparatory and basic exercises.

3. Verbal and visual methods. Explanation, instruction, visual demonstration, and the use of reference points and feedback to rapidly form a correct "image" of the movement. Game-based and competitive methods. They boost emotional engagement, reduce psychological tension, and develop adaptability and rapid decision-making skills in dynamic situations.

4. Game-based and competitive methods. These enhance the emotional atmosphere, reduce psychological tension, and develop adaptability and rapid decision-making skills in dynamic situations.

5. Methods for regulating workload and individualizing training: alternating dynamic and static exercises, and flexibly adjusting volume and intensity based on the participants' functional state; monitoring is conducted via heart rate, external signs of fatigue, and subjective well-being.

Results

An analysis of the teaching methodology at the initial training stage reveals the following.

1. The stage of skill formation. The effectiveness of mastering motor actions is achieved by observing a four-stage structure: familiarization and image creation → unlearning → consolidation and improvement → integration into competitive and game conditions. At the first stage, demonstration, brief explanation and reliance on visual and verbal reference points play a crucial role; at the second stage, performance in light conditions, summing up exercises and timely elimination of gross errors; at the third stage, repeated repetition with varying conditions, increasing accuracy and tempo; the fourth stage is the application of a skill in a changing game environment, where its stability and adaptability are tested [3; 5].

2. Lesson structure and motor density. The rational construction of the lesson involves three parts. In the preparatory part, general development and special exercises gradually increase the functional state of the body and prepare the musculoskeletal system for stress. In the main part, the tasks of training and developing physical qualities are solved. In the final part, the load is reduced by walking, relaxation and breathing exercises, and the results are summarized. The optimal level of motor density (the proportion of time spent directly on performing exercises) is achieved through frontal, group and in-line methods of organizing students, circular organization by stations, the use of outdoor games and rational dosing of exercises [3; 7].

3. Development of physical qualities and coordination. Specialized ball exercises and basic gymnastic elements establish the necessary foundation for strength, speed-strength, and coordination capabilities, while improving flexibility and spatial orientation [4; 6]. To develop coordination abilities, it is advisable to use exercises focusing on balance; the precision of spatial, temporal, and force parameters of movement; and the coordination of arm and leg actions, as well as tasks involving changes to starting positions and execution conditions [1; 4].

4. Load regulation and the adaptation effect. The load is adjusted through volume, intensity, number of repetitions, duration, and the nature of the rest intervals. A differentiated approach helps avoid overexertion and facilitates the gradual adaptation of students' cardiovascular and muscular systems; the intensity is aligned with the participants' functional status and medical recommendations [2; 7; 8].

5. Pedagogical conditions. The effectiveness of the sessions depends on safety (proper functioning of equipment, the condition of the gym floor, and the use

of spotting and assistance during complex tasks), a positive emotional climate, and feedback—specifically, the timely assessment of movement accuracy and the encouragement of progress. The game method complements rather than replaces structured exercises; it is precisely the alternation between structured and game-based forms that maintains interest and reduces fatigue [2; 3].

Выводы и рекомендации

1. Conclusion. Organizing adaptive physical education sessions at the initial training stage requires a comprehensive application of verbal, visual, practical, and game-based methods, alongside strict monitoring of the load-and-rest regimen. Key conditions for effectiveness include a phased approach to skill acquisition, sufficient motor density maintained at a controlled intensity, and a differentiated approach to the participants.

2. Recommendations for teachers:

- prioritize the development of a general movement foundation and coordination, avoiding premature narrow specialization;
- regulate physical exertion taking into account individual capabilities, the students' fitness level, and medical recommendations;
- include active games and relay races to maintain emotional engagement and reduce fatigue;
- adapt the conditions for performing exercises (ball size and weight, distance, target height, pace, game rules) to the participants' capabilities;
- while preparing lesson plans, clearly formulate educational, developmental, health-promoting, and upbringing objectives, and provide for safety measures and methods for monitoring physical exertion.

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