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ORGANIZATION OF PHYSICAL EDUCATION FOR STUDENTS OF SPECIALIZED AUXILIARY SCHOOLS DURING LESSONS AND EXTRACURRICULAR ACTIVITIES

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Annotation: This article is devoted to the development of methods for organizing physical education for students of specialized auxiliary schools during lessons and extracurricular activities based on innovative technologies. The introduction highlights the degree of prior research on the topic, as well as the purpose, subject, object, objectives, research methods, problem solutions, and stages of the study.

Keywords: physical education, specialized auxiliary school, students with intellectual disabilities, sport, health, movement.

The improvement of the health of students with intellectual disabilities is largely determined by active physical movement within the educational institution. The healthy development of students with intellectual impairments begins with the purposeful development of physical education and the regulation of their own movements. Physical education constitutes an essential component of the entire educational and upbringing process in auxiliary schools.

Today, fostering a healthy generation and seeking effective ways to promote participation in physical education during lessons and extracurricular activities represent one of the most important priorities. This issue is particularly relevant for children with developmental disabilities. The concept of “health” has numerous definitions. In our view, the most comprehensive definition is provided by the World Health Organization: “Health is not merely the absence of disease or infirmity, but a state of complete physical, mental, and social well-being.”

Scholars have demonstrated that volitional qualities in individuals increase significantly when they engage in physical education. Physical education develops essential qualities such as strength, agility, and speed—traits that are consistently necessary throughout life. It is a socially significant phenomenon that improves human health and ensures comprehensive development.

Physical education during lessons and extracurricular activities in specialized auxiliary schools serves as a central element in preserving and strengthening students’ health, promoting adherence to a healthy lifestyle, developing core physical qualities, forming skills and competencies, enhancing self-care abilities, and fostering positive interest in the field of physical culture.

The purpose of this article is to identify effective methods of organizing physical education for students of specialized auxiliary schools during lessons and extracurricular activities and to determine their pedagogical significance.

The study was conducted at School No. 52 in Tashkent City, a specialized institution providing labor education for children with special needs. Primary school students with various intellectual developmental impairments participated in the research. During the instructional process, the age-specific and individual psychophysiological characteristics, health status, and motor capabilities of students with intellectual disabilities were taken into account.

The object of the study was physical education classes conducted during lessons and extracurricular activities in auxiliary schools. The subject of the study was the impact of physical

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education activities—both curricular and extracurricular—on motor activity, coordination, balance, and social adaptation in students with intellectual disabilities.

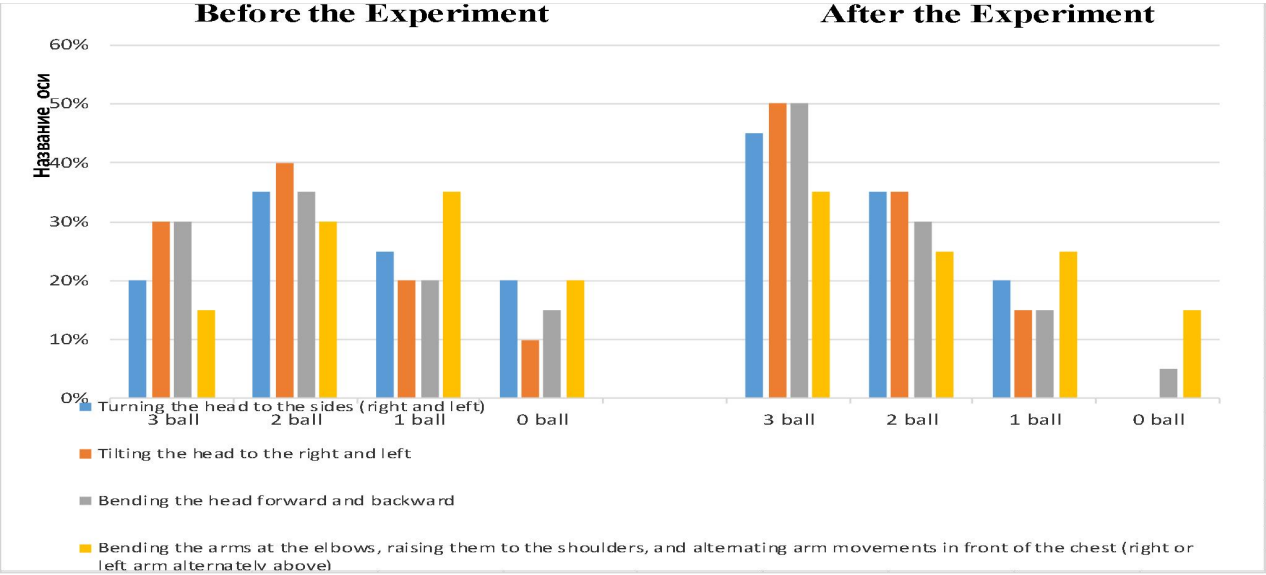
Organization of Physical Education During Lessons and Extracurricular Activities

Physical education sessions were organized two to three times per week during lessons, as well as within extracurricular activities. Special attention was given to the following areas:

- general developmental exercises;
- exercises aimed at improving balance and coordination;
- development of fine and gross motor skills;
- group-based active games.

Exercises were simplified and taught in a step-by-step, repetitive manner. Each session lasted 20–30 minutes, depending on the abilities of students with intellectual disabilities. The assessment of general motor condition was conducted in the sports hall or outdoors at the stadium, depending on weather conditions.

Students of the specialized auxiliary school experienced difficulties maintaining proper breathing while performing exercises such as turning the head to the sides (right and left), tilting the head right and left, bending the head forward and backward, bending the arms at the elbows and raising them to the shoulders, and alternating arm movements in front of the chest (right or left arm positioned alternately above). They also struggled to complete assigned motor tasks, including throwing a ball from a designated distance, hopping on the left and right foot, climbing and holding onto a gymnastic ladder, as well as running and walking exercises.



The results of breathing exercises performed by students of the specialized auxiliary school before and after the experiment are presented in the above diagram. By the end of the experiment, the indicator increased by 20 percent.

Based on the program developed for organizing physical education classes through innovative technologies, an educational experimental study was conducted, which included general strengthening and developmental exercises. These comprised: turning the head to the sides (right and left); tilting the head right and left; bending the head forward and backward; bending the arms at the elbows and raising them to the shoulders; alternating arm movements in front of the chest (right or left arm positioned alternately above); bending the torso to the right and left; climbing up and down a gymnastic ladder; walking along lines; running 20 meters; walking 20 meters; jumping; passing a basketball with both hands from behind the head and from below to a partner; and performing throwing techniques aimed at strengthening the muscles of the upper and lower limbs.

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All these activities facilitated the transition to other types of activity, contributed to the correction of existing impairments, and generated a sustained need for the regular use of innovative technologies. The development of general and gross motor skills of students in the specialized auxiliary school proved effective through targeted physical exercises and movement-based training sessions.

A significant difference was observed between the pre-experimental and post-experimental results. An attempt was made to generalize all the obtained data.

The findings indicate that integrating physical education activities during lessons and extracurricular time has a positive and effective impact on the physical and social development of auxiliary school students. This confirms the corrective significance of physical exercise.

After the experiment, improvements were observed in students' coordination and balance indicators. Regular and systematic physical training proved to be an effective means of developing motor skills. In turn, positive changes were also noted in speech development.

Conclusion

This study examined the scientific and theoretical foundations for organizing physical education in specialized auxiliary schools, with particular emphasis on both classroom and extracurricular activities. The current condition of students with intellectual disabilities was analyzed, and their specific challenges were identified. The research provides an understanding of the theoretical foundations of physical education, including its importance in ensuring the comprehensive development of students with intellectual impairments.

Physical education improves the human body both morphologically and functionally. This implies the normal development of all bodily organs, including the proper formation and functioning of the brain and higher nervous system. Considering that the brain, higher nervous system, and circulatory system form the neurophysiological basis of intellectual and other areas of education, physical education can rightfully be recognized as a fundamental type of upbringing that contributes to holistic human development. In addition to promoting comprehensive physical growth, physical education ensures bodily health and resilience to various external loads.

Students with intellectual disabilities enrolled in specialized auxiliary schools often have distinctive educational needs. This research is aimed at establishing the scientific and theoretical foundations for organizing physical education for students with intellectual impairments in auxiliary schools, including extracurricular activities.

Organizing physical education for students in specialized auxiliary schools requires a comprehensive and differentiated approach. It is essential to consider each child's individual characteristics, use adapted techniques and equipment, and involve parents in the educational process. Physical education in specialized auxiliary schools should be flexible and adapted to meet the individual needs and capabilities of each student. Only under such conditions can maximum effectiveness be achieved and meaningful contributions be made to students' overall development. Creating a supportive and motivating environment during both classroom and extracurricular activities is crucial for promoting their physical and social development.

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