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## **SPECIFIC FEATURES OF ENHANCING BALANCE CONTROL IN STUDENTS WITH PHYSICAL DISABILITIES**

R. A. Ernazarova  
Mustaqil izlanuvchi

R.A. Ernazarova,  
an independent researcher

### **Annotatsiya:**

ushbu maqolada adaptive jismoniy tarbiya va sport ixtisosligi talabalari mashg'ulotlarida jismoniy imkoniyati cheklangan talabalarni muvozanat saqlash qobiliyatini oshirish usullari to'g'risida ma'lumotlar berilgan.

**Kalit so'zlar.** Adaptiv jismoniy tarbiya va sport, jismoniy imkoniyati cheklangan, nogironlar nazologiyasi, parasport turlari, integratsiya, moslashtirish, korreksion vosita va usullar, ijtimyilashuv, mashg'ulot jarayoni.

### **Annotation:**

This article provides information on methods for improving the balance ability of students with physical disabilities in the training sessions of adaptive physical education and sports specialization students.

**Keywords:** Adaptive physical education and sports, physically disabled, disability nosology, parasports types, integration, adaptation, correctional tools and methods, socialization, training process.

Adaptive physical education is considered a part of universal human culture as a separate independent area. At the same time, it is a process aimed at improving health and increasing motor activity, and the result of human activity, a means and method of physical improvement of the individual

At the same time, it is emphasized that adaptive sports are part of physical education. In them, a person strives to expand the boundaries of his own capabilities, this world of immense emotions that arise as a result of successes and failures is an effective



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means of educating and self-education, it is interpersonal relationships that include the most complex process.

It lives by certain rules and norms of behavior. This clearly demonstrates that people with physical disabilities strive for victory, achieve high results, mobilize the physical, mental and moral qualities of a person. Therefore, people often describe the sporting nature of people who have successfully demonstrated themselves in competitions.

Adaptive physical education and sports are associated with the purposeful use of physical exercises as a means of treating and preventing diseases, restoring body functions that have been impaired or lost due to injuries, overwork, and other causes. Its variety is therapeutic physical education, which requires the development of a standard for a wide range of means and methods (therapeutic exercises, restorative walking, running, and other exercises) related to the nature of diseases, injuries, or other disorders of the body (overstrain, chronic fatigue, age).

It is necessary to develop a methodology for improving the motor activity of students with musculoskeletal injuries. At the same time, in the training of students of adaptive physical education and sports specialties, tools are used in such modes as sparing, muscle stretching, contraction writing, bending, training and competition, and the forms of implementation are carried out in individual training. In addition, in the training of those with physical disabilities, mainly health-improving and relaxation tools are used. It was noted that all of this together has an operational effect. It was noted that it allows you to normalize the current functional organs and contribute to the creation of comfortable functional conditions of life. It was recommended as a component of a healthy lifestyle. It was scientifically substantiated that it is especially effective in combination with other components of physical education, and first of all, the main one.

It is important to improve the balance ability of students with physical disabilities. There are three approaches to classifying adaptive physical education, physical education and sports technologies. The first approach involves classifying physical education and sports technologies based on the separation of specific problem areas of the body. The second approach involves classifying physical education and sports technologies based on the type of adaptive physical education carried out by coaches



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and teachers. The third approach is to classify technologies based on the age characteristics of the students with physical disabilities involved.

Taking into account the above, the possibility of optimizing the training of students specializing in adaptive physical education and sports increases. At the same time, it was achieved to increase the balance ability of students with physical disabilities.

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