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**ТИББИЁТДА ЯНГИ КУН
НОВЫЙ ДЕНЬ В МЕДИЦИНЕ
NEW DAY IN MEDICINE**

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ANALYSIS OF PHYSICAL PREPAREDNESS OF ATHLETES OF SPECIAL GYMNASTS

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✓ *Resume*

The article discusses the method of complex correction of motor abilities and functional capabilities of schoolchildren with intellectual disabilities, based on the use of athletics exercises, outdoor and sports games, in combination with breathing exercises and muscle relaxation. This technique made it possible to more effectively develop the motor abilities of adolescents with this deviation, increase functionality, performance, and successfully solve the problems of social adaptation.

Key words: physical preparedness, limited intellectual abilities, flexibility, strength, balance.

АНАЛИЗ ФИЗИЧЕСКОЙ ПОДГОТОВЛЕННОСТИ СПЕЦИАЛЬНЫХ АТЛЕТОВ-ГИМНАСТОВ

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✓ *Резюме*

В статье рассматривается методика комплексной коррекции двигательных способностей и функциональных возможностей школьников с ограниченными интеллектуальными возможностями, основанная на использовании легкоатлетических упражнений, подвижных и спортивных игр, в сочетании с упражнениями на дыхание и расслабление мышц. Данная методика позволила более эффективно развить двигательные способности подростков с данным отклонением, повысить функциональные возможности, работоспособность, успешно решить задачи социальной адаптации.

Ключевые слова: физическая подготовленность, ограниченные интеллектуальные возможности, гибкость, сила, равновесие.

МАХСУС СПОРТЧИ-ГИМНАСТИКАЧИЛАРНИНГ ЖИСМОНИЙ ТАЙЁРГАРЛИГИНИ ТАҲЛИЛ ҚИЛИШ

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✓ *Резюме*

Мақолада енгил атлетика машқлари, харакат ва спорт ўйинларидан фойдаланиш, нафас олии ва мушакларни бўшатиш машқлари асосида интеллектуал нуқсони бўлган мактаб ўқувчиларининг мотор қобилиятлари ва функционал имкониятларини комплекс тузатиш усули муҳокама қилинади. Ушибу услугуб ушибу оғизи билан ўспиринларнинг мотор қобилиятларини янада самараали ривожлантиришига, функционалликни, самараадорликни оширишига ва ижтимоий мослашув вазифаларини муваффақиятли ҳал қилишига имкон беради

Калит сўзлар: жисмоний тайёргарлик, чекланган интеллектуал имкониятлар, мослашувчалик, куч, мувозанат.



Relevance

Physical culture and sports are one of the important factors in achieving not only physical, but also spiritual perfection of a person. In this regard, physical culture and sports have become one of the priority areas of social development in the republic. This is evidenced by the adoption of the Law of the Republic of Uzbekistan "On Physical Culture and Sports" and a number of important government decisions aimed at the further development of physical culture and sports [1,2,3,8].

The unity of the bodily, intellectual and ideological components is considered as the fundamental principle of the formation of physical culture of a harmonious personality, including a person with health disorders. It is quite obvious that issues related to health problems are directly related to the assessment of the health-improving effectiveness of physical education.

Of all human health disorders, intellectual disability is the most common. There are more than 300 million people in the world with intellectual disabilities.

Specialists involved in the study of this category of children do not define it as a disease, but as a state of mental underdevelopment, characterized by a variety of symptoms, both in the clinical picture and in the complex manifestation of physical, mental, intellectual, emotional qualities [9,10,11,12,14,18].

Adaptive physical education for children with intellectual disabilities is not only one of the means of eliminating shortcomings in the motor sphere, but also of full-fledged physical development, health promotion, and adaptation in society. The degree of adaptation is directly dependent on the clinical and psychopathological state of children, therefore, for a productive pedagogical activity, a specialist in adaptive physical education needs to know the characteristic manifestations of the main defect, the features of the physical, mental, personal development of this category of children [15,16,17,19, 22].

Pedagogical observations were carried out in order to obtain information about the natural pedagogical process, collect information about children with intellectual disabilities, clarify the hypothesis and research method. The objects of pedagogical observations were the means of adaptive physical education, the behavior of those involved, the nature and magnitude of physical activity [4,5,6,7,13,20,21].

In the course of testing, the diagnostics and assessment of the motor and mental sphere of children with intellectual disabilities were carried out in accordance with the developed technologies for monitoring the studied parameters of the students' motor activity.

The aim of this work is analysis of physical preparedness of athletes of special gymnasts

Materials and methods

The study involved students diagnosed with mental retardation, who made up an experimental group of 16 people.

The variety of physical exercises, the variation of methods, teaching methods, conditions for organizing classes are aimed at maximizing the comprehensive development of the child, his potential. An expedient selection of physical exercises allows you to selectively solve both general and specific tasks. Such natural types of exercises as walking, running, jumping, throwing, exercises with a ball, etc. have great potential for the correction and development of physical fitness, coordination abilities, balance, orientation in space, correction of sensory disorders.

Results and discussion

To improve the efficiency of the process of physical education in these schools, a methodology for the complex correction of motor abilities and functional capabilities of schoolchildren with intellectual disabilities has been developed, based on the use of athletics exercises, outdoor and sports games, in combination with breathing exercises and muscle relaxation. This technique makes it possible to more effectively develop the motor abilities of adolescents with this deviation, increase functionality, performance, and successfully solve the problems of social adaptation.

The pedagogical formative experiment consisted in conducting classes according to the developed methodology, as well as in obtaining information about the influence of this methodology on improving the indicators of motor abilities, functional capabilities and physical fitness of special athletes-gymnasts of the experimental group. In order to determine the effectiveness of the developed

methodology, a comparative analysis of the data obtained before and after the pedagogical experiment was carried out.

Table 1 shows the results of flexibility indicators in special athletes-gymnasts before and after the experiment.

During the study, passive knee sprain, passive ankle sprain, functional hip rotation, and functional shoulder rotation were determined.

Table 1.
Indicators of flexibility in special athletes-gymnasts before and after the experiment

Indicators	Knee Joint - Passive Stretch		Calf Muscles - Passive Ankle Sprain		Functional hip rotation		Functional shoulder rotation	
	Left	Right	Left	Right	Left	Right	Left	Right
Before experiment								
\bar{X}	18,50	18,56	8,06	7,56	9,81	10,63	11,81	13,06
Δ	9,30	8,94	4,89	4,56	4,21	3,96	9,66	9,62
After experiment								
\bar{X}	12,81	13,56	9,81	8,63	10,44	12,38	8,44	9,31
Δ	7,54	7,66	4,68	4,49	4,08	3,67	6,67	6,57

Table 2 shows the results of strength indicators in special athletes-gymnasts before and after the experiment.

Table 2.
Strength indicators of special athletes-gymnasts before and after the experiment

Indicators	Functional leg strength (10 sit-ups, sec)		Partial body lift in 1 minute		Functional strength of hands in support, sec	
	Before experiment					
\bar{X}	14,88		22,44		15,63	
δ	4,63		10,27		3,95	
After experiment						
\bar{X}	15,63		23,56		16,75	
δ	4,49		10,10		3,75	

To determine the strength, we measured the functional strength of the legs, the partial rise of the body in 1 minute, and the functional strength of the arms in support.

Table 3 shows the results of balance indicators in special athletes-gymnasts before and after the experiment.

Table 3
Equilibrium indicators in special athletes-gymnasts before and after the experiment

Indicators	Balance on one leg with open eyes, sec		Balance on one leg with closed eyes, sec		Functional balance, sm	
	Left	Right	Left	Right	Left	Right
Before experiment						
\bar{X}	17,63	16,13	7,19	7,50	32,88	32,25
δ	12,30	11,57	7,15	6,84	9,58	9,77
After experiment						
\bar{X}	18,75	17,31	8,94	10,19	35,31	33,50
δ	11,80	11,15	6,81	6,67	9,31	9,42

To determine the balance, we conducted tests of standing on one leg with open and closed eyes (sec), functional balance.

Table 4 shows the results of aerobic capacity indicators in special athletes-gymnasts before and after the experiment.

Table 4
Indicators of aerobic capacity in special athletes-gymnasts before and after experiment

Indicators	Quantity of steps (2 min)	Pulse bpm		
		Before	In the end	After 2 minutes
Before experiment				
\bar{X}	212,38	82,50	109,88	91,25
δ	31,72	22,42	23,51	13,80
After experiment				
\bar{X}	222,94	74,50	96,88	82,63
δ	29,46	18,94	16,20	12,47

To determine the aerobic capacity of special athletes-gymnasts, we used a step test. The average number of steps was

According to the results of the pedagogical experiment, it can be seen that the flexibility indicator improved by 14.4%, strength by 5.3%, balance by 8.0% and aerobic capacity by 3.9%. Relatively better results were found in terms of flexibility and balance, since our athletes are girls involved in rhythmic gymnastics, whose exercises help develop flexibility and balance.

Summarizing the above, we can conclude that the proposed methodology, compiled on the basis of applying the results of the study of physical fitness, contributes to a high growth and efficiency of physical fitness of special athletes-gymnasts.

Conclusions

Thus, as a result of the study, we solved the tasks set at the beginning of the work, and found that adaptive physical culture cannot be reduced only to treatment and medical rehabilitation. It is not only and not even so much a means of treating or preventing specific diseases, but one of the forms formed as a result of injury or illness. Adaptive sports, adaptive motor recreation and other types of adaptive physical culture just set the task of maximum distraction from one's illnesses and problems in the process of competitive or recreational activities that involve communication, entertainment, outdoor activities and other forms of normal human life.

In addition, after conducting a study, we revealed that the content and tasks of the main types of adaptive physical culture reveal the potential of the means and methods of adaptive physical culture, each of which, having a specific focus, contributes to one degree or another not only to the maximum possible increase in the viability of a disabled person, but also the all-round development of the individual. The acquisition of independence, social, every day, mental activity and independence, improvement in professional activities and, in general, the achievement of outstanding results in life.

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