



SPECIFIC ASPECTS OF CONDUCTING PHYSICAL EDUCATION CLASSES IN SPECIAL MEDICAL GROUPS

Rakhmatov Avazbek

2nd year student, Faculty of Physical Culture, Navoi State University

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ABSTRACT

Physical education lessons in special medical groups require an individualized approach, consideration of health capabilities, and strict adherence to safety rules. These classes aim to improve students' physical and psychological conditions and positively influence their rehabilitation process. The training is based on specialized methods, incorporating adapted exercises and therapeutic physical education elements.

Main Part

The organization and effective conduct of physical education classes in special medical groups has a deep scientific basis in pedagogical and medical terms, and this process should be carried out on the basis of special methodologies, taking into account the health status, physical capabilities and individual needs of students. These classes are fundamentally different from general physical education classes, as they are aimed at taking into account the functional capabilities of the body, accelerating the rehabilitation process, strengthening the musculoskeletal system, supporting the cardiovascular system and increasing general physical activity. Students allocated to special medical groups are usually children with various chronic diseases, problems of the musculoskeletal system, cardiovascular or respiratory system deficiencies, as well as orthopedic problems, for whom physical education classes should be organized not only in a coordinated manner with sports activities, but also with health and rehabilitation procedures.

To conduct such classes effectively, it is necessary, first of all, to fully study the health status of each student, develop an exercise program based on the recommendations of doctors, and determine the physical load individually. Training in special medical groups, unlike general physical exercises, should be carried out more gently, but systematically and regularly, since excessive load can pose a health risk. Therefore, during training, the heart rate, respiratory rate, and muscle tension level should be strictly controlled.

Physical education classes for special medical groups are carried out based on various methods and techniques, adapted to the physical development process of each student. For example, static exercises, stretching, and balance exercises are recommended for students with musculoskeletal problems, while light aerobics, swimming, and special breathing exercises are used for children with cardiovascular diseases.



Main Part

The specifics of organizing physical education classes in special medical groups include medical, pedagogical and psychological approaches, aimed at improving the health of students, supporting their physical development and having a positive impact on the rehabilitation process. These groups are intended for children with physical disabilities or health problems, and the classes differ from general physical education classes. To ensure the effectiveness of the classes, their content should be developed in accordance with special medical recommendations, the individual needs and physical capabilities of each student.

First, students assigned to special medical groups usually have various chronic diseases, problems with the musculoskeletal system, cardiovascular or respiratory insufficiency, orthopedic problems or other physical limitations. Therefore, it is necessary to approach the health of each student on the basis of an individual approach. Before the start of classes, a special medical examination is conducted for each student, and an exercise program is developed by doctors. During the lesson, physical loads should be strictly controlled, and exercises should be adjusted in accordance with the health capabilities of each student.

Secondly, when organizing physical education classes in special medical groups, special pedagogical methods should be used to improve the physical and psychological condition of students. For example, balance exercises, light aerobics, and adapted physical exercises are recommended to increase the overall endurance of the body. For students with problems with the cardiovascular system, light-load exercises with controlled heart rate, proper breathing techniques, and exercises aimed at gradually increasing the level of tension are effective. For children with problems with the musculoskeletal system, low-load stretching exercises, swimming in water, and orthopedic therapeutic exercises are recommended.

Thirdly, it is important that physical education classes in special medical groups support not only the physical development of students, but also the process of psychological and social adaptation. Usually, children allocated to special groups may feel less physically active than their peers and may feel uncomfortable in a social environment. Therefore, it is necessary to restore their self-confidence and involve them in team activities through the use of group exercises, team games and movement exercises within the framework of physical education classes. Through group exercises, children students will have the opportunity to communicate with each other, find their place in the team and demonstrate their abilities.

Fourth, the use of modern innovative technologies in organizing physical education classes in special medical groups is of great importance. For example, virtual rehabilitation programs, digital monitoring systems, biomechanical analysis equipment and interactive gaming technologies can make classes more effective and interesting. Also, along with traditional physiotherapy exercises, the use of yoga, pilates, water therapy and other alternative physical activities will help improve students' health.

Fifth, in the process of organizing physical education classes in special medical groups, it is important to establish effective cooperation between teachers, medical specialists and psychologists. Physical education teachers should work together with medical specialists to correctly select exercises adapted to the health of each student, control the level of load and ensure safety during the training process. At the same time, psychologists should provide recommendations on increasing students' motivation, strengthening their self-confidence, and



reducing stress levels. In working with students in special medical groups, the participation of not only physical education teachers, but also specialists in the field of medicine and psychology is necessary, which will help increase the effectiveness of these classes.

Conclusion

The organization of physical education classes in special medical groups is one of the important directions of the modern education and healthcare system, which is aimed at improving the health of students, supporting their physical and mental development, and accelerating the rehabilitation process. The effectiveness of these classes largely depends on taking into account the individual characteristics of students, careful planning of classes, and strict adherence to medical recommendations. The main goal of physical education classes is to increase the physical activity of students, improve the functioning of the musculoskeletal system, support the functioning of the cardiovascular and respiratory systems, and also improve the overall quality of life.

Physical education classes for special medical groups are fundamentally different from ordinary physical education classes. When organizing such classes, the health status, physical fitness and individual needs of each student should be taken into account. During the classes, physical loads should be gradually increased, strictly adhering to the principle of not harming the body of each student. At the same time, the exercises should be systematic, regular and aimed at stimulating the physical activity of students. In this process, teachers and medical specialists are required to work closely together, follow the recommendations of doctors during classes, and regularly monitor the health indicators of students.

Also, physical education classes in special medical groups have a great impact not only on strengthening physical health, but also on psychological and social development. Often, children assigned to a special group consider themselves excluded from society or have limited physical capabilities, which negatively affects their mental state. Through physical education classes, the necessary conditions are created for students to regain self-confidence, actively communicate with their peers, and actively participate in social life.

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