

Theoretical Foundations of Forming Motivation for Physical Education in Students With Disabilities

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Annotation: The article discusses the theoretical foundations of forming motivation for physical education among students with disabilities in higher education institutions. Also, the pedagogical conditions for engaging in physical education of students with disabilities, forming a healthy lifestyle for them, and forming interest in physical education are revealed. It was found that the motivation affecting the formation of motor skills and development of physical qualities of students with disabilities depends on the strength of their nervous system.

Key words and phrases: sports, physical culture, physical education, training, motivation, healthy lifestyle, interest.



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INTRODUCTION.

In higher educational institutions, large-scale scientific research is being carried out to increase the interest of students with disabilities in physical education and to promote its implementation, to increase physical activity, to improve the education of youth, and to create conditions for strengthening the health of the population. Participation in sports and physical education classes for students with disabilities in higher education institutions is an important requirement and a way to further increase their interest in a healthy lifestyle and society. In order to increase the interest of students with disabilities in physical education, many sports competitions and events are currently being organized in our country. In developed countries and international scientific centers, research and international standards are being developed to develop the conceptual basis of theoretical foundations of physical education classes, as well as to guide society by developing tools to increase interest in this area.

REVIEW OF RELATED LITERATURE.

Leading researchers in the field of sports and physical education - V.A. Maslyakov, V.S. Matyazhov, Yu. Yampolskaya[1] have been developing a strategy and tactics for teaching physical education to students in higher educational institutions for many years. The authors V.A. Maslyakov and V.S. Matyazhov emphasize the importance of collective and individual experience in physical education and sports, where students' leadership qualities are formed and implemented in competitive activities, and a strategy of initiatives and behavior in difficult sports situations is developed. It is precisely the practice of "using physical education tools", which is based on the

knowledge and skills acquired by students during their studies, serves to increase the mental and physical potential of future specialists[1].

According to the definition of Yu.A. Yampolskaya, physical education teaching is a complex of educational, promotional and methodological activities aimed at strengthening health and maintaining high physical potential. Regulation of motor activity helps to maintain the functional capabilities of the young organism at the required level, gives students the opportunity to feel the strength to solve complex university problems [2].

N.G. Morozova emphasizes that one of the main aspects of education is the emotional attractiveness of mastering educational material, which is achieved through the use of appropriate means, methods and forms of organizing the educational activities of schoolchildren[3]. This is also a necessary condition for the process of physical education of students. She further emphasizes that by interest we should understand an emotional-cognitive attitude towards an object arising from emotional-cognitive experience or directly motivated activity, an attitude that, under favorable conditions, turns into an emotional-cognitive orientation of the individual [3].

R.S. Salomov and F.A. Kerimov "The problem of developing interest in physical education cannot be successfully solved only by a set of methods and techniques of physical development. "Success in strengthening children's health, developing them physically in all aspects, and increasing their interest can only be achieved through the unity of the physical education system in kindergarten and family," he emphasizes[4].

RESEARCH METHODOLOGY.

The pedagogical foundations of the formation of interest in physical education of students with disabilities in higher educational institutions were based on comparative analysis of literature and methods of hypothesis substantiation. Based on the collected data, methods such as observation and economic analysis, systematic approach and logical approach were effectively used.

ANALYSIS AND RESULTS.

In the practice of pedagogical technologies for the formation of interest in physical education of students with disabilities in higher educational institutions, sports pedagogy is developing as an effective means of attracting young people to physical education classes, and its educational and motivating functions are being improved. Therefore, the task of searching for effective aspects of developing adolescents' interest in physical education classes in foreign countries with high indicators of health and physical activity, and thereby creating effective mechanisms for attracting students to physical education classes, is becoming increasingly urgent.

In order to implement the tasks set out in the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 735 dated November 20, 2020 "On additional measures to support a healthy lifestyle and increase physical activity of the population"[5], scientific research in this area was determined. Taking this into account, the main goal of state policy in the field of physical education was determined as the urgent task of strengthening the health of the population and forming a healthy lifestyle, raising a healthy and physically fit generation.

In such conditions, the status of physical culture as an educational discipline and an important component of the comprehensive development of the individual increases significantly. Improving the material and technical base of physical education and sports for students with disabilities, increasing the number of tasks to develop test criteria for physical education classes according to disability classifications and providing practical assistance in their implementation, and increasing the level of requirements for meeting educational standards are tasks based on a comprehensive approach. This issue can be solved only on the basis of the active implementation of the idea of the socio-humanitarian orientation of the educational process [6].

The development of interest in physical culture is formed on the basis of the development of motivational processes. In relation to students with disabilities, it is necessary to distinguish between motivation as internal and external. But no matter how strong the external motive is, interest is formed only as a result of internal motivation. These external motives and goals appear when they correspond to the capabilities of the student, when they are acceptable to him, and when students with disabilities understand their subjective responsibility for their implementation.

The successful implementation of motives and goals causes students with disabilities to enjoy success, to want to continue their studies on their own initiative, that is, intrinsic motivation and interest. Intrinsic motivation also appears when students with disabilities feel satisfaction with the process and conditions of classes, with the nature of relationships with classmates and team members during these classes.

In adolescence, consciousness and self-awareness reach a certain level, conceptual thinking is mastered, moral experience is accumulated, various social roles are mastered, and personality is formed within the framework of self-determination. Interest can intensify, develop, become deeper and more multifaceted [7].

We noticed that for this category of children, the most important thing is to receive direct positive emotions from classes, rather than to show high results. For such a child, performing exercises should not be associated with coercion, and if an activity does not suit a particular child, it is better to replace it with something that brings pleasure.

We came to the conclusion that as a result of the regular use of certain movements that give pleasure to the child, habits are formed, the development of which consists of a number of stages, each of which should be organizationally and methodologically supported by the pedagogical conditions of higher education.

In our opinion, the first stage is the opportunity to form a positive attitude towards physical education as a specific type of activity. From the first days, the teacher indifferently emphasizes how physical exercises play a positive role in the development of children and how they strengthen their health.

Thus, interest is a constant amplifier of human energy, which either facilitates the implementation of the activity, or stimulates voluntary action, helps to demonstrate patience, perseverance, courage.

In order to maintain active interest in physical education classes, it is necessary to regularly provide the student with relevant information both in the study of the movement and in its improvement. This information, of course, should reveal the significance of a particular exercise for the person performing it.

In physical education lessons, the student should take responsibility for the results of the lesson, explain the failure not by the lack of certain abilities, but by the inadequacy of his own efforts. Only in this case, internal motivation and interest in the lessons will be successfully formed. However, of course, students should be given individual, convenient and at the same time progressive indicators, feasible exercises, tasks, requirements, etc., that is, acceptable methods of motivation.

Each student should be oriented to a result that is convenient and suitable for him, his achievement should be perceived by him and evaluated by the teacher, classmates and parents as success, the student's victory over himself. All students with disabilities, after completing various tasks, should evaluate this situation with the help of the teacher. With any result, they should expect approval and encouragement from the teacher.

When working with students with disabilities, the teacher should not forget that the motivation that affects the formation of their motor skills and the development of their physical qualities depends on the strength of their nervous system. Different teaching methods also have different effects on the learning ability of people with a strong and weak nervous system. The motivation of students with disabilities in different areas and in different higher educational institutions also varies. This depends on many factors:

the material and technical base of the higher educational institution;

the personality of the physical education teacher, his pedagogical skills, climatic and geographical conditions;

the characteristics of educational work in the family;

the social environment.

The physical and technical training of students with disabilities, etc. In addition to the external motivation of students with disabilities studying in the higher education system, and their efforts to find their place in society on an equal footing with healthy people, and to effectively use pedagogical methods, physical education tools, methods and conditions, pedagogical experience shows that when working with students with disabilities in the classroom, it is necessary to use the real possibilities of frontal methods of influence with maximum determination to purposefully develop the internal positive motivation of students with disabilities to perform physical exercises.

CONCLUSION.

From the above points, it can be concluded that, as is known from pedagogical practice and scientific research, when a teacher and a student with disabilities achieve changes in teaching various movements and developing movement qualities in a relatively short period of time, effective motivation and interest in physical education classes significantly increase.

As a result, internal motivation and the desire for success appear faster, which is especially true in higher educational institutions. The loads that students with disabilities receive from physical education classes during the week also affect their health, and their interest in physical education classes increases, and their interest in moving and living in society along with healthy people increases.

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