

DEVELOPMENT OF A CLUSTER MODULE OF ORGANIZING PHYSICAL EDUCATION LESSONS WITH VISUALLY IMPAIRED AND BLIND STUDENTS

Taniberdiyev Akmal Abdug'aniyevich

Gulistan State University Department of Sports Games Wrestling

Theory and Methodology

a.abduganiyevich@gmail.com

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Abstract: This article talks about the effectiveness of organizing physical education classes with blind and visually impaired students in a cluster module. The features of physical education and sports training in the physical and functional development of the body of visually impaired and blind students have been identified.

Keywords: Cluster-Module, Typhlopedagogy, Regulation, Differentiated Approach, Compensatory Direction, Specialized, Luminous Place, Blind, Visually Impaired, Feature, Perception



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Introduction

Relevance of the topic. The main goal and driving force of the reforms implemented in our republic is to create conditions and effective mechanisms for the harmonious development and well-being of the individual in society, to realize his interests, to change the patterns of outdated thinking and social behavior. The President of the Republic of Uzbekistan, Shavkat Mirziyoev, is taking necessary measures to further improve the system of support for persons with disabilities in our country based on the principle of "For human dignity", in particular, to strengthen the position of blind and visually impaired children in society.

To ensure the consistency and systematicity of the reforms in this direction, to further improve the conditions created for the education of blind and visually impaired children, to help them adapt to society, and to bring the work to a new level of support, the first steps of which were carried out in all parts of our republic. We can see the example of "Nurli maskan" specialized boarding schools established in the regions. Presidential Decree No. 209 "On measures to increase the quality of education in specialized boarding schools for blind and visually impaired children and to further improve their activities", adopted on April 18, 2022, ensures the consistency of these activities. (1)

The fact that blind and visually impaired children do not have the necessary motivation for physical education creates conditions for organizing these activities in special ways. In such children, in many cases, it is observed that they participate in practical training in an inactive state, are not in a position to perform elementary exercises, avoid physical loads, as well as lack of persistence in achieving the result required for the optimal functioning of all systems of the body. It is related to the didactic structure of the cluster module (Yu.I. Evseev, I.G. Zakharova, A.I.

Fyodorov, O.K. Filatov, J.K. Kholodov) of methods of assessment and control of the state of physical fitness of blind and visually impaired children. fits.

The purpose of the research: to develop a methodology for organizing physical education classes for blind and visually impaired children using the cluster module and to base it on practical experience.

Methods

- analysis of available literature and electronic resources about the importance, nature and essence of the process of physical training for visually impaired and blind children.
- justifying the practice of using the cluster-module method to increase the effectiveness of physical training for visually impaired and blind children.
- development and experimental justification of an integrated cluster-module model for physical education classes in order to improve the physical fitness of visually impaired and blind children and regulate their movements.
- Preparation of a training program using the cluster-module method for physical education for "Nurli maskan" pupils, and proving its effectiveness in experience.

Results and Discussion

Physical education for visually impaired and blind children is a separate process based on the nature of the training. The activities conducted on the basis of the program based on the received requirements include morning physical education, physical education classes and sports club activities. The main purpose of conducting these activities organized for visually impaired and visually impaired children is to adapt this category of individuals, who are considered typical representatives of society, to general life processes, to regulate their actions. Because in the future, they will live and live as employees who have their place in society and perform certain tasks, like normal healthy people. It is natural for them to use public transport, trade, and interact with people. For this, it is necessary for them to have certain physical and functional indicators, to have developed vital skills.

The exercises, games, and competitions included in the developed program cannot fully prepare them for the ups and downs they face in society. Therefore, it is effective to organize the training process in a cluster-modular manner. It is also a good idea to include swimming in your flexibility training routine.

Water treatment and swimming training remain one of the most effective and least damaging physical training and sports activities for human health. This activity is a valuable tool, especially for people with disabilities. Due to the favorable environment in the water, the health of the body is ensured in every way:

- the body is beautifully formed;
- the load on the spine is eliminated;
- muscles become stronger;
- tension and strong emotional tension disappear;
- the work of the cardiovascular and respiratory systems improves;
- courage, determination and discipline are cultivated.

Of course, swimming lessons for blind and visually impaired children are different from the program for healthy children. The set of exercises to be given and the approach to presenting the material in the plan are selected taking into account the health characteristics of each exerciser.

That's why it is advisable for participants to master swimming under the supervision of experts who are masters of their profession.

Swimming lessons with blind and visually impaired children are based on verbal and hands-on methods, as well as the swimmer's own intuition. The main task of the trainer is to convey a clear description of the technique of the studied element with the help of vivid comparisons and additional concepts. It takes into account the limited imagination of children with visual impairment, especially in children who are blind. In order for the engaged children to understand these elements correctly, the trainer must use all the methods and clearly explain them. There will certainly be mistakes in mastering the movements being taught. But it is necessary to eliminate them immediately, so that the learner perfectly acquires the right movement from the beginning and assimilates it in connection with verbal images.

When explaining the movements of the legs and arms related to the swimming technique in the lessons, everything should be oriented in relation to the child's body. Blind children have to perceive things around them exactly as they are. That is, "right" is right, "left" is left, and so on.

Teaching swimming to visually impaired and blind children focuses on organizing tasks and assignments. That is, it is desirable that maximum recall is achieved after each action, place, and location has been performed once. Such problems occur several times more often in blind children than in healthy children.

When it comes to learning the technique of swimming methods, there are no particular differences. As an exception, the trainer always stands next to the trainee and teaches the movements. By this, effective absorption is achieved.

The main principles of teaching methods in swimming lessons with visually impaired and blind children represent the main principles of pedagogy:

- differentiated approach;
- compensatory direction;
- regulation of taught actions.

The traditional method is to teach swimming technique in parts, gradually moving from simple movements to complex movements. First, it is imitated on land, then it is lowered into the water, first it is held and moved, then it is taught to stand independently on the water, swimming with first aid, then independent swimming gives a blind person the opportunity to master swimming skills. Adequate methods of behavior management, explanation of tasks, commands, signals, rewards and corrections are the basis for successful behavior learning [2]. If the game method is an axiom in teaching children, it is doubly effective in working with the visually impaired and the blind.

The simplest games with elements of competition, imitating the movements of animals, birds, fish, speaking loudly, etc., are the main educational material for the first and subsequent swimming lessons, and if this becomes an element of the exercise, these games must first be mastered by the whole group. The order and conditions of training, the teacher's behavior and the daily consistency of his requirements significantly simplify the organization of the educational process and increase the success of the training. It is advisable to conduct swimming lessons in the form of a group lesson when there is a shallow pool. A group of blind and visually impaired children should consist of 2-3 to 7-8 contingents of the same category. (3)

Conclusion

Swimming training has a significant therapeutic effect on the activities of blind and visually

impaired children. Activities help to restore the mental and physical functions of people who are blind or visually impaired. In addition, water training allows such children to quickly and easily adapt to society. Children lose their fear of water, they become a person who can handle himself in different situations.

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