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OBJECTIVES AND TASKS OF RHYTHMIC MOVEMENT GAMES IN THE **HEALTH OF SPECIALIZED SCHOOL STUDENTS**

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ABSTRACT

In the article, information about the place and role of rhythmic lessons, ways of using movement exercises, and examples of movement games in improving the health of students with disabilities is highlighted.

KEYWORDS

Physical development, public health, immunity, rhythm, conditions, independent, intelligence, education, future, parents, family.

INTRODUCTION

The Republic of Uzbekistan is considered a young independent country, 40% of its population are children under the age of 18, and 64% are young people under the age of 30. Therefore, one of the main directions of state policy in the field of human rights, health, education and interests is to create optimal conditions for the social, intellectual and spiritual development of children, including comprehensive support for large

families, children without parental care and disabled children. - consists of support.

THE MAIN RESULTS AND FINDINGS

Public health is one of the greatest assets of any society. In our country, since the first days of independence, special attention has been paid to the

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health of citizens, especially the young generation, who are our future. After all, the health of the population is one of the main indicators of the greatest wealth, development and living conditions of any society.

The concepts of "healthy life", "healthy lifestyle", "healthy faith", "healthy generation" have become the basis of our people's livelihood. These ideas have risen to the level of public policy.

As legal bases in the process of reforming the healthcare system in our country, the Republic of Uzbekistan "On Protection of Citizens' Health", "On State Sanitary Control", "On Prevention of Human Immunodeficiency Virus Infection (HIV Disease)", "Iodine Deficiency" "On the prevention of diseases", "On the prevention of micronutrient deficiency among the population" and other legal documents have an important place.

There are many invaluable national values of the Uzbek people that have been preserved for centuries. One of them is attention to the child's health.

The value of such values is immeasurable in the development of each child in the future, physically and mentally healthy, perfect person.

It is our noble duty to take care of the young generation in our country, as well as young families who are just making decisions, to ensure their health.

Today's intense time is a practical expression of the fact that life itself is putting before us new, very important and urgent tasks regarding the education of the young generation.

As the head of our state, Sh.M. Mirziyoev, has specially noted,

".....If asked what are the most important factors in Uzbekistan's entry into the ranks of developed democratic countries and gaining a decent reputation on the world stage, I would like to emphasize one point without denying other criteria: the most important factor in this way is both physically and mentally healthy, It is our mature generation, who live with their heads held high, are not inferior to anyone else, are able to take responsibility for the fate and future of our country, to build a great country with a future that our people are striving for. does. Rhythmic lessons play an important role in the physical development of children of this category to be physically strong, agile, and agile.

There are various defects in the mobility of children with disabilities.

The majority of the staff of the specialized auxiliary school is made up of physically weak and stunted students. In their physical and mobility activities, stature, keeping the body upright, coordination of small hand muscles in performing movements according to a specific purpose is felt. Effective use of physical training exercises in rhythmic classes makes it possible to prevent and treat diseases not only from the physical side. At the same time, through learning rhythmic movements, music and songs, it is a corrective factor in the development of mental activity, emotional-will sphere and speech of mentally retarded students.

Rhythmic lessons are an important tool for the development of the young generation - preparing young people who have matured in all aspects for social life. Properly organized physical education in rhythmic classes ensures normal physical development of a child in need of special assistance, strengthens his health, and prepares him for work.

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Specializing in physical development and general mobility, especially taking into account the needs of lower grade students, rhythmic classes in primary (1-4) grades include therapeutic physical education classes as a corrective exercise. The purpose of physical exercises in rhythmic classes:

- improving the mental and emotional state of students with mental retardation;
- normalization of nervous system process;
- improvement of cardiovascular and respiratory system;
- strengthening of muscles and movements;
- corrective development of physical growth;
- activation of general body, muscle movement and improvement of metabolism;
- prevent the disease from becoming severe.

In a specialized school, he considers it one of his most important tasks to raise physically healthy students childhood, to ensure the harmonious development of their physical and spiritual strength, to develop their agility, intelligence, and general motor skills. In a specialized auxiliary school, youth and diagnosis should be taken into account and conducted under an individual approach. In the students' rhythmic classes, the issues of performing physical exercises and the ways of their implementation are implemented on the basis of the program. It is important to develop strict physical strength, strengthen the body, and teach them to follow hygiene and sanitary rules, taking into account the age and specific characteristics of students, and their ability levels. That is why students who need special support should be provided with regular physical training, proper organization of work and rest. At the same time, attention is paid to the development of students' movement skills and talents. They are gradually taught to make movements in accordance with the music, to perform hand and foot

movements in harmony with the music. The role of national movement games is important in this. .Because mentally retarded children are familiar with national games. They find it easy to adapt the movements while performing these national play activities.

In general, national activities combine mental and physical work in all games and mainly serve to educate physical fitness.

1st graders of a specialized school are physically weak compared to their healthy peers, their general motor skills are not sufficiently developed, and their physical qualities are lacking. Or sometimes hyperactive states are observed in them. In both cases, it is important to balance the physical activities of the 1st grade students, make them healthy and teach them to lead a healthy lifestyle.

From the time students of the specialized school come to the school in the 1st grade, in order to form a healthy lifestyle in them, rhythmic classes aimed at educating physical qualities, national games passed down from generation to generation, gymnastic exercises, and sports competitions are conducted. In this process, the ability and individual characteristics of the 1st grade students of the specialized school, their age are definitely taken into account.

Games that serve to train physical qualities are divided into different categories. They can be shown the following as an example, ie:

National speed games: "Trap", "Who's first", "Silent rabbit", "Running on all fours" (crawling), "Stuttering birds", "Third plus", various relays and others.

National strength games: "White bone", "Chilik", "Shoulder bridge", "Ride the donkey", "Tug of war",

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"Wrist strength test", "Hesitation in hands" and others.

National endurance games: "White poplar-blue poplar", "Get out of the circle", "Crowd race", "Doorboz", "Lame crow", "Lover" (gardkam), "Swordsmen", "Five stones", "Nine stone", "Burn your back", "Bota soldi", "Tortishmachok", "Blindfold", "Bekinmachok", "Who came", "Dorboz", "Zuv-zuv", etc.

The complex and simple (simple) national games of the Uzbek people, whose names are mentioned above, along with training physical qualities of students of all ages, also serve to educate them intellectually, morally, and aesthetically.

In each family, together with their parents, in the classroom with all their classmates, playing active games not only strengthens positive qualities such as harmony, kindness, appreciation, respect, but also ensures their physical health, strength, and even training. For this reason, it is necessary to make it a habit to engage in active games (jumping rope, blindfold, hide and seek, ball relay and hokozo) and elements of sports games.

In the program of rhythmic lessons of special education schools, national movement games are determined by classes. Because, as mentioned, games are taught according to the age of children. Action games designed for elementary school students will be too easy and less fun for high school students. And games marked for higher grades will be difficult for lower graders.

For action games, it is necessary to take into account the conditions (time, place, interest). Large and clean spaces make it more convenient to organize action games on the fields. There will be opportunities for

especially active children to run freely, jump and perform various activities independently, cheer and play happily.

The above-mentioned activities are also carried out by students in the performance of action games organized outside of class (long break, home court, street, field, etc.). Otherwise, mixing of younger and older children may lead to quarrels, crying, injuries or cases of infectious diseases.

The most important features of action games are that they help the youngest children to speak, learn new words, and develop the speech of elementary school students. Also, in the content of the games, moral education, love of music, improvement of mental states, maintaining balance are embodied in many qualities and qualities.

No matter what age the children are and what games are used, their content and goals are focused on the proper growth of the body, the development of mobility, speed, health and training. Such games are vital exercises (ability to move to music, arm and leg movements to music, etc.), and many of them require creative thinking and practical application. Rhythmic classes are interconnected with physical education classes, aimed at improving the health of students, and work is carried out in cooperation.

CONCLUSION

In conclusion, movement games are a practical process that has specific corrective educational and scientific pedagogical research in rhythmic classes. Purposeful use of them in the rhythmic lessons of the 1st grade students of the specialized school for the health of mentally retarded students, the formation of physical qualities such as agility, agility, activity, physical fitness, health, agility, agility, hand and small hand motility,

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flexibility, being responsible such as feeling music and gives effective results in ways to improve skills.

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