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ORGANIZATION OF PHYSICAL CULTURE AND HEALTH WORK WITH STUDENTS OF A SPECIAL MEDICAL GROUP

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Аңдатпа. Денсаулық деңгейінің төмендігі және жастардың қозғалыс деңгейінің төмендігі - көптеген мамандардың назарын аударатын мәселе. Арнайы топ студенттері үшін дене тәрбиесінің негізіне бар ауытқуларды жоюға бағытталған арнайы дене жаттығуларын енгізе отырып, әртүрлі дене қасиеттерін дәйекті

дамытуды алған жөн. Арнайы топпен сабақ әдістемесіндегі негізгі мәселе-денсаулық жағдайын, жынысын, дене дайындығын ескере отырып, дене жүктемесінің бастапқы және қажетті деңгейін анықтау.

Студенттердің денсаулығы мен оқу қызметі өзара байланысты және өзара байланысты. Студенттің денсаулығы неғұрлым мықты болса, соғұрлым тиімді оқыту. Арнайы медициналық топ студенттері жоғары оқу орнында білім алу жағдайларына сәтті бейімделуі үшін, оқу уақытында денсаулықты сақтау және нығайту үшін қозғалыс белсенділігінің оңтайлы режимі қажет. Арнайы медициналық топ студенттерімен жұмыс істеудің жетекші принципі-сараланған тәсіл, жеке ерекшеліктерді ескере отырып, жүктемені мөлшерлеу. Арнайы топ студенттерінің денсаулығын нығайтудың негізгі құралдарының бірі-дене шынықтыру.

Түйін сөздер: Сабақ, дене тәрбиесі мұғалімі, денсаулық, қозғалтқыштын режимдері, дене белсенділігі

Аннотация: Здоровье и учебная деятельность студентов взаимосвязаны и взаимообусловлены. Чем крепче здоровье студента, тем продуктивнее обучение. Чтобы студенты специальной медицинской группы успешно адаптировались к условиям обучения в вузе, сохранили и укрепили здоровье за время обучения, необходим оптимальный режим двигательной активности. Ведущий принцип в работе со студентами специальной медицинской группы - дифференцированный подход, дозирование нагрузки с учетом индивидуальных особенностей. Одним из основных средств укрепления здоровья студентов специальной группы является физическая культура.

Ключевые слова: Урок, преподаватель физического воспитания, здоровье, двигательные режимы, двигательная активность

Annotation. Health and educational activities of students are interrelated and mutually dependent. The stronger the student's health, the more productive the training. In order for students of a special medical group to successfully adapt to the conditions of study at the University, to preserve and strengthen their health during training, an optimal mode of motor activity is necessary. The leading principle in working with students of a special medical group is a differentiated approach, dosage of the load taking into account individual characteristics. One of the main means of improving the health of students of a special group is physical culture.

Key words: lesson, teacher physical culture, health, motor modes, physical activity

Based on health data, students are assigned to a number of medical groups - basic, preparatory and special.

The special group includes people who have permanent or temporary health abnormalities that require the restriction of physical activities. These individuals are engaged in special medical programs. Low level of health and low motor activity is a problem that attracts the attention of many specialists. For students of a special group, it is advisable to take as the basis of physical education the consistent development of various physical qualities with the introduction of special physical exercises aimed at eliminating the existing deviations. The main problem in the method of training with a special group is to determine the initial and necessary level of physical activity, taking into account the state of health, gender, and physical fitness.

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medical group to successfully adapt to the conditions of study at the University, to preserve and strengthen their health during training, an optimal mode of motor activity is necessary. The leading principle in working with students of a special medical group is a differentiated approach, dosage of the exercise considering individual characteristics. One of the main tools of improving the health of students of a special group is physical culture. Currently, it is considered as the most effective factor of non-specific general prevention and functional and educational therapy. In the conditions of higher education, when organizing, recruiting a special medical group and evaluating their physical fitness, there are big problems. It is well known that under the influence of physical exercise increases protective reactivity, expanding the functionality of the cardiovascular and respiratory systems, increased performance of students decreases morbidity and relapse.

In my work, the task was to analyze the degree of morbidity of students over the past 3 years and develop those tools, methods and forms of classes that would eliminate the consequences of diseases, improve physical development and physical fitness of this category of students. My analysis over the past 3 years has shown that the number of students with diseases will increase every year, and the range of diagnoses of diseases is increasing. Taking into account our conditions, as well as on the basis of the received certificates of the VCC, from our University clinic, the students were distributed as follows:

	students' having diseases	disease of eyes	Cardiovascular diseases	Diseases of the gastrointestinal tract	Nervous system disease	Diseases of the lungs and respiratory tract	Violation of the musculoskeletal system	Other diseases
2016-2017 years 1-2 course	29	9	6	5	4	2	2	1
2017-2018 years 1-2 course	37	12	8	6	3	3	2	3
2018-2019 years 1-2 course	48	14	9	8	6	3	4	4
Percentage relationship		31.2%	20.1%	13.2%	11.4%	7.4%	7.4%	7.4%

Table 1. Test results

As can be seen from the table above, the number of students who have deviations in their health conditions increases by an average of 4-5% of the total number of students every year. The most common disease is myopia of various levels, but a particular concern is the fact that there is a drastic increase in cardiovascular diseases of the gastrointestinal tract. It is well known that each disease affects not the entire body, but a specific organ. Therefore, during the period of the disease and after it, there is a situation of "weak unit". In this regard, the actions used for therapeutic and

preventive purposes were dosed in such a way that they caused a reaction that did not exceed the capabilities of the most vulnerable unit. Therefore, special importance for ensuring the maximum effectiveness of physical education of students of a special medical group was acquired by exercises that had not an even, but a selective effect of muscle activity on the body.

While completing groups, selecting physical exercises and solving the issue of permissible activities, we proceed from the medical and biological characteristics of students, their functional condition and physical fitness. Many years of experience show that in the first 1.5-2 months of classes with students of this group, special (shown for each specific disease) exercises aimed at versatile physical development, systematic development of muscles, the development of vital skills and qualities are necessary. Special attention during classes with this contingent of students was paid to the education of proper breathing, its rhythm, depth and frequency, since the effectiveness of exercises depends on it, which is especially important for weakened students. In order to control the correctness of the structure of classes and the amount of the body's reactive response to the physical activities, pedagogical observations such as timekeeping and heart rate monitoring were used. For students of a special group, the heart rate did not exceed 120-130 beats per minute. In the practice of working with students in this group performed basic research that does not require complex equipment, such as: counting pulse and heart rate, respiratory rate, determination of vital capacity of lungs, power of motor muscles, reflexes, and muscle movements. An important addition is self-control of students, which includes objective and subjective observations of their health.

Summing up, we can say that these medical and pedagogical observations are an express information that allows:

1. Improve the organization and methodology of classes.
2. Provide an individual approach to students.
3. Make the right choice of exercises.
4. Determine the volume and intensity of physical activities.

Thus, I believe that one of the most important ways to improve the physical education of students engaged in a special medical group is the individualization of classes and consistency in solving tasks. In the future, I intend to conduct research in order to improve work in this direction.

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