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Development of Physical Qualities of Student Girls With Disabilities, Taking into Account their Individual Characteristics

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Abstract: The article takes into account the movement capabilities, health, temperament type, motivational needs, and emotional state of each participant.

Today, the introduction of an inclusive approach and adaptive physical education into the education system has become a priority of social policy. The level of physical development, mental state, and social adaptation processes of female students with disabilities directly affect their health and quality of life. The active, socially stable, and healthy personality of a woman in society also depends on the level of her physical fitness. Therefore, the development of physical qualities of female students with disabilities, taking into account their individual physiological, psychological, and social characteristics, is an important issue.

In recent years, the involvement of persons with disabilities in sports activities has acquired important social, psychological, and physiological significance. Supporting athletes with disabilities not only restores their physical health, but also ensures mental stability and social integration. Especially during student years, engaging in sports plays an invaluable role in reducing stress, achieving success in the educational process, and improving the quality of life. Psychophysiological processes are mechanisms of interaction between the mental and physiological systems of a person, the significance of which in sports activity increases even more. For athletes with disabilities, such factors as psychological stability, stress resistance, motivation level, and reaction speed are the main components determining sports results.

Keywords: Disability, adaptation, stress, endurance, physical disability, depression.

Purpose of the study. Comprehensive study of the psychological processes of female students with disabilities, identification of their influence on sports activities, and development of effective psychological and methodological approaches.

It can be seen that the development of physical norms based on the ability of female students with disabilities to move from stage 1 to stage 4 is one of the urgent problems of today. At the same time, when studying the individual psychological characteristics of female students, the motivational state at the beginning and end of the experiment was also studied.

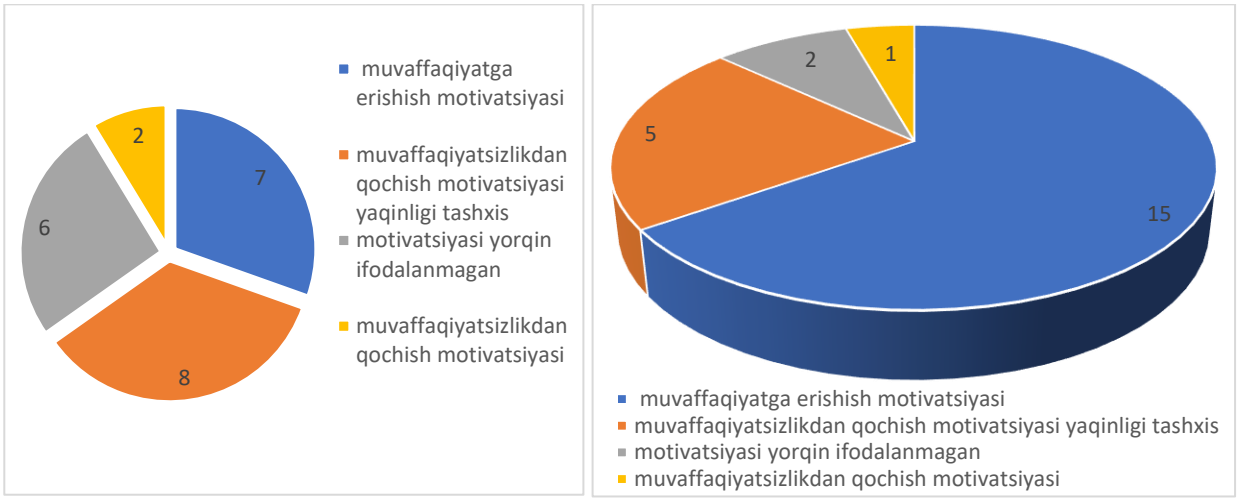
When studying the motivation of female students with disabilities, it should be noted that the well-known psychologist Yu.Yu.Palaima separately identified four groups of motivation in relation to sports activities. The author conditionally calls the first group "individualists" (individualistic motives), and narrow personal interests prevail in the content of motives inherent in people in this group. The second group was conditionally called "collectivists" (collectivist motives). In the motives of these athletes, motives related to the interests of the collective and group are dominant, while individualistic motives

are subordinate to the dominant motive. The practice of sports activity shows that favorable conditions and opportunities for achieving sports success are created only when both motives are formed equally in athletes.

The author calls the third group "procedural motives." For athletes belonging to this group, it is not the sports results that are important, but the training process itself, that is, whether they are wearing sportswear, being in the sports team, etc. The fourth group consists of athletes who consider "result motives" important, for whom achieving more sports results is the main task.

Scientists also distinguish between motivations for achieving success and avoiding failure. For this purpose, using the methodology of the psychologist-scientist Rean's Motivation for Achieving Success and Avoiding Failure (MUN), we obtained the following results from female students with disabilities (except for the deaf and mute). The results of the test on the motivation to achieve success and avoid failure are shown in the figure below.

Indicators of motivation for achieving success and avoiding failure among female students with disabilities. (n=23)



At the beginning of the experimen At the end of the experiment

From this it can be seen that at the beginning of the experiment, the motivation for achieving success was determined in 7 girls, and at the end of the experiment, this indicator increased to 15. During the experiments, the reliability of the methods used by us was once again confirmed. The motivation for achieving success is connected with the achievement of sports achievements and the attitude towards sports. For example, parasportswomen with a high level of motivation to achieve success, having a well-understood goal, not only strive to achieve high results and lead in sports competitions, but at the same time they also have a well-developed sense of responsibility, that is, they also feel responsibility to their coaches, teammates. Parasportsmen with a motivation to achieve success are usually much more active than others, they do not get excited for no reason, they believe in their strength, that they will be able to mobilize all their capabilities to achieve success when necessary. In girls with disabilities, who do not consider achieving great success in sports competitions as their primary task, on the contrary, they do not have clear goals; therefore, they have general motives aimed at engaging in more sports, that is, love for parasports, aesthetic pleasure from it in the process of training.

Conclusion. It should also be noted that motives are not only motivating factors for engaging in sports, but also the most powerful and extremely important means of managing the behavior of female students with disabilities. Therefore, it is necessary for sports coaches to thoroughly study the motives of athletes. From a practical point of view, it is extremely important for a sports coach to know the motives for their subordinates to engage in sports. After all, by knowing the motives, the coach can increase the athlete's activity in the process of training and exercises, improve some spiritual and volitional qualities that are important for their successful participation in competitions.

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