

THE IMPORTANCE OF ATHLETICS TRAINING IN IMPROVING THE PHYSICAL AND PSYCHOLOGICAL CONDITION OF CHILDREN WITH HEALTH LIMITATIONS

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ABSTRACT

This article presents a scientific and pedagogical analysis of the importance of athletics training in improving the physical and psychological condition of children with various levels of functional health limitations. Athletics activities, including running, jumping, and throwing exercises, contribute to the development of overall physical fitness, enhancement of cardiovascular and respiratory system functions, strengthening of the musculoskeletal system, and improvement of motor coordination. Furthermore, regular physical activity plays a significant role in promoting emotional stability, reducing stress and anxiety, fostering self-confidence, and facilitating social adaptation. The study highlights the importance of individualizing athletics training programs for children with health limitations, implementing a gradual progression of physical workloads, and applying the principles of adaptive physical education. The findings demonstrate that athletics is an effective means of promoting children's health, supporting rehabilitation processes, and encouraging the adoption of a healthy lifestyle.

Keywords: *athletics, children with health limitations, physical development, psychological well-being, adaptive physical education, rehabilitation, health promotion, motivation, physical workload, social adaptation.*

INTRODUCTION

At present, improving the physical and psychological health of children with health limitations has become one of the priority objectives of physical education and sports. The Law of the Republic of Uzbekistan “On Physical Education and Sport” (Law No. O‘RQ–1123) [1] and Presidential Decree No. PF–5924 [2] identify the promotion of physical education and sports, the development of a healthy lifestyle, and the broader inclusion of individuals with health limitations in physical activity as strategic priorities. In this context, scientifically investigating the effects of athletics

training on the physical development, psychological stability, and social adaptation of children with health limitations is of considerable theoretical and practical significance.

LITERATURE REVIEW AND METHODS

An analysis of the relevant scientific literature and regulatory documents indicates that improving the health of children with health limitations through physical education is one of the priority areas of state policy. The theoretical framework of this study is based on the Law of the Republic of Uzbekistan “On Physical Education and Sport,” Presidential Decree No. PF–5924, as well as the scholarly works of A. Matkarimov, S. Usmonov, M. Qodirov, F. Xo‘jayev, A. Abdullayev, B. Nurmatov, and V. N. Platonov. The study employed a range of research methods, including the review and analysis of scientific literature, comparative analysis, synthesis, and systematization. In addition, the impact of athletics training on the physical and psychological condition of children with health limitations was assessed from a scientific and theoretical perspective.

RESULTS AND DISCUSSION

Athletics is recognized as one of the most effective means of adaptive physical education for enhancing the physical and psychological well-being of children with various functional health limitations. Since this sport is based on fundamental human movement patterns, such as walking, running, jumping, and throwing, its exercises can be adapted to suit the age, functional abilities, and individual needs of each child. Consequently, athletics training promotes the gradual development of functional body systems without imposing excessive physical strain. Previous studies have demonstrated that well-designed and regularly implemented physical exercise has positive effects on the musculoskeletal, cardiovascular, respiratory, and central nervous systems. In particular, appropriately organized physical activity for children with health limitations improves the body's adaptive capacity, enhances functional performance, and increases overall physical fitness [4, p. 45].

Children with health limitations often exhibit reduced functional capacity of the cardiovascular and respiratory systems, which is reflected in rapid fatigue, decreased endurance, and limited motor activity. Aerobic exercises incorporated into athletics training progressively strengthen the cardiac muscle, stimulate blood circulation, increase stroke volume, and improve oxygen utilization. As a result, overall endurance is enhanced, and physical performance improves significantly.

Furthermore, athletics training contributes to the harmonious development of the musculoskeletal system. Running, jumping, and general developmental exercises increase muscular strength, promote proper posture, and improve motor coordination

and balance. These adaptations facilitate the development of motor competence and enable children to perform everyday activities more independently and efficiently [5, p. 120]. The psychological benefits of athletics training are equally significant. Regular participation in physical activity reduces emotional stress and anxiety, improves mood, enhances self-confidence, and increases motivation. Achieving progressive training goals provides children with a sense of accomplishment, thereby strengthening psychological resilience and encouraging active social participation. Moreover, group-based athletics sessions foster communication, cooperation, and social adaptation, contributing to the development of essential interpersonal skills.

An individualized approach is a fundamental principle when organizing athletics training for children with health limitations. The volume and intensity of exercise should be adjusted according to each child's age, health status, and functional capacity, with workloads increased progressively. Such an approach facilitates physiological adaptation, minimizes the risk of injury, and enhances the overall effectiveness of health-promoting and rehabilitation-oriented physical activity programs.

Improving the functional capacity of the respiratory system is another important benefit of athletics training. Children with health limitations often exhibit shallow and irregular breathing patterns, reduced vital lung capacity, and insufficient development of the respiratory muscles. Rhythmic walking and running exercises, which are fundamental components of athletics, promote deeper respiration, enhance diaphragmatic function, improve bronchial ventilation, and increase the efficiency of pulmonary gas exchange. Regular aerobic exercise enhances oxygen uptake, thereby improving physical performance, strengthening immune function, and increasing the body's adaptive capacity to environmental conditions. Furthermore, conducting training sessions outdoors contributes to physical hardening, improves thermoregulatory mechanisms, and helps prevent respiratory diseases.

Athletics training also exerts significant physiological effects on the musculoskeletal system. Children with health limitations frequently experience functional impairments such as muscle weakness, postural abnormalities, flat feet, and restricted joint mobility. Running, jumping, and general conditioning exercises comprehensively strengthen the muscles of the lower limbs, trunk, and abdominal region, increasing both muscular strength and tone. Consequently, spinal alignment becomes more stable, posture improves, and the functional capacity of the locomotor system is enhanced. In addition, coordination exercises improve motor control by optimizing the functioning of the central nervous system, facilitating neural impulse transmission, and strengthening reflex pathways. These physiological adaptations

significantly improve movement accuracy, postural balance, and the performance of daily motor activities [6, p. 77].

Athletics training also plays an essential role in regulating metabolic processes. Insufficient physical activity in children may contribute to excessive body weight, reduced muscle mass, impaired carbohydrate and lipid metabolism, and a decline in overall functional capacity. Regular aerobic exercise increases energy expenditure, normalizes carbohydrate and lipid metabolism, and stimulates energy production within skeletal muscle tissue. As a result, insulin sensitivity is improved, the risk of metabolic disorders is reduced, and favorable physiological conditions are established for maintaining a healthy body composition.

The health-promoting effects of athletics are also evident in the endocrine and central nervous systems. Moderate-intensity physical exercise stimulates the secretion of growth hormone, thereby supporting the natural growth and development of children. At the same time, regular physical activity helps normalize cortisol levels while enhancing the production of neurotransmitters such as serotonin, dopamine, and endorphins. These physiological responses contribute to greater emotional stability, reduced stress and anxiety, improved mood, and enhanced psychological well-being.

Children with health limitations are more likely to experience low self-confidence, social withdrawal, and emotional instability. Athletics training provides opportunities for these children to demonstrate their individual abilities, achieve progressive performance goals, and recognize their own potential. Consequently, intrinsic motivation is strengthened, self-esteem increases, and psychological resilience is enhanced.

Athletics training also facilitates social adaptation. During training sessions, children develop essential skills in teamwork, communication, sportsmanship, and mutual respect. Such activities contribute to the development of communicative competence, increase social engagement, and promote positive relationships with peers.

An individualized approach remains the fundamental principle in organizing athletics training for children with health limitations. Training loads should be increased progressively according to each child's age, functional capacity, and health status. In sports physiology, this strategy is recognized as the principle of progressive overload. Training programs should initially emphasize walking and light jogging, followed by the gradual introduction of coordination exercises, jumping activities, and sport-specific technical skills. Each session should include an appropriate warm-

up before exercise and recovery exercises during the cool-down period to minimize the risk of injury and facilitate physiological adaptation [7, p. 81].

The effectiveness of athletics training largely depends on the quality of the pedagogical approach. Educators and coaches working in the field of adaptive physical education should possess not only expertise in sports training methodologies but also a thorough understanding of psychological and pedagogical principles. Positive reinforcement, recognition of individual achievements, the gradual establishment of realistic goals, and consideration of each child's functional abilities are essential components of inclusive physical education. In addition, strict adherence to hygienic and medical requirements is crucial when organizing training sessions. Whenever possible, activities should be conducted outdoors in safe sports facilities, while the child's heart rate and overall physical condition should be continuously monitored throughout the training process. Where necessary, regular health monitoring should be carried out through effective collaboration among healthcare professionals, parents, and educators.

CONCLUSION

Overall, athletics represents an effective means of adaptive physical education for promoting the comprehensive physical and psychological development of children with health limitations. Regular participation in athletics training enhances the functioning of the cardiovascular, respiratory, and musculoskeletal systems, improves metabolic regulation, and strengthens the body's adaptive capacity. Furthermore, it contributes to emotional stability, increases motivation and self-confidence, and facilitates successful social adaptation. Therefore, athletics should be more widely integrated into health promotion and rehabilitation programs for children with health limitations as an evidence-based component of adaptive physical education. Its systematic implementation can significantly improve children's quality of life, functional independence, and long-term physical and psychological well-being.

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