

**IMPROVING PHYSICAL EDUCATION OF STUDENTS WITH FATIGUED HEALTH**

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**Annotation.** The article deals with the issues of physical culture and sports presented in higher educational institutions as an academic discipline and the most important component of the holistic development of personality. It promotes the harmonization of bodily and spiritual unity, provides the biological potential of the vital activity of the organism, promotes the manifestation of a high level of social activity and creative attitude to activity.

**Keywords:** physical culture, students, medical, wellness, higher education, relevance.

One of the acute problems facing the departments of physical education today is the annual increase in the number of students assigned to a special medical group based on the results of medical examinations. When working with students of a special medical group, special attention should be paid to taking into account individual characteristics, selecting the most appropriate type of physical activity and determining the forms of physical culture, first of all, determining indications and contraindications to performing certain exercises.

Students represent a special risk group, which more often than other social groups are exposed to adverse environmental factors, suffer from various diseases. The reform of higher education and the tendency of deterioration of physical development and health of students have attracted special attention of pedagogical science and practice to the problem of physical education of students. In this regard, the development of an effective wellness program and methods of physical exercises for universities is becoming particularly relevant and important.

The relevance of this problem is determined by the crisis situation of the health of students, the deterioration of physical fitness of students and the lack of scientifically based pedagogical recommendations for conducting physical culture and wellness work in universities. Currently, the problem of preserving and strengthening the health of students is becoming increasingly relevant. In recent years, there has been an increase in the number of students with health abnormalities, chronic diseases.

In addition to the presence of chronic diseases, such students often have insufficient or excessive body weight, astheno-neurotic disorders, low level of physical development and functional capabilities of the body. There was a decrease in the level of adaptive capabilities of functional systems, an increase in morbidity among undergraduates, an increase in the frequency of chronic pathology from course to course.

Different characteristics of diseases, functional reserves of the body, psycho-emotional state, level of physical development and physical fitness determine the need for differentiated work with this category of students, individualization of medical and wellness programs. According to the results of medical examinations, pathology of the musculoskeletal system (impaired posture, scoliosis of the 1st degree, osteochondrosis of the spine, flat feet) and the cardiovascular system are widespread among students and diseases of the gastrointestinal tract. Based on this, the emphasis in the program is aimed at the treatment and prevention of this pathology.

One of the essential conditions for maintaining and strengthening health is motor activity. The current system of the educational process in higher educational institutions does not fully compensate for the general lack of motor activity, especially among students with chronic diseases and a low level of physical development. The number of students with impaired health, which does not allow them

to engage in physical education according to the state program, is depending on the type of higher education institution.

Due to the trend of increasing the number of students with health deviations, the importance of the modern direction of physical culture increases, the object of cognition, impact and improvement of which are sick people – adaptive physical culture (AFC). AFC specialists actively involve even disabled people in physical culture and sports activities, thereby contributing to the maximum possible development of their viability and effective self-realization as socially significant members of society.

It is in the AFC that tools and methods are being developed that contribute to the improvement and adaptation to educational and work activities of persons with disabilities in the state of health. The educational process in the discipline "Physical Culture" with students who have an exemption from practical classes for a long time is carried out according to the curriculum, which includes three modules: educational, valeometric and practical.

In the educational module of the program, students gain knowledge at the level of modern scientific achievements on the problem of "Man and his health". In the volumetric module of the program, students visually, using modern technologies, get an idea of the level of their existing health, their exposure to the risk of disease with major pathological syndromes, the dynamics of their health status under the influence of the implementation of their own wellness program.

The systematizing, unifying and stimulating beginning of the educational process is the development by students of a personality-oriented, individual, complex, basic and additional in content, current and time-perspective wellness program. Mandatory components of the basic program are motor activity, thermal hardening, breathing exercises, rational nutrition, psychotechnologies. Additional programs include individual methods of recovery, depending on the existing disease of students.

The basic and additional individual health improvement programs are planned in time as current – for the period of study at the university and as promising – for the foreseeable period of time, for about 3 years. In the practical module of the program, goal-setting is supported by goal-attainment, i.e. the practice of recovery in the form of the implementation of an individual recovery program in classes on adaptive physical culture and independently.

Classes in adaptive physical culture contribute to the optimization of the psychophysiological status of students, which is manifested in a steady increase in indicators on the scales of well-being, activity and mood. The greatest difficulties arise when developing effective methods of teaching physical education to students of a special medical group, the traditional teaching methods currently used have a number of significant drawbacks: insufficient consistency between individual types and forms of education, insufficient development and low efficiency of independent work of students.

The method of teaching based on the development of training modules of the course of physical education allows to eliminate these shortcomings. This task corresponds to the ability of specialists to design (develop) private methods design is understood as an informative preparation of an action aimed at changing reality.

In modern conditions, when physical inactivity covers society, physical education teachers face two tasks. The first is to convince students to regularly use physical exercises 2-4 times a week; the second is to offer exercise complexes and a regime for their performance. Properly organized physical education classes contribute to the restoration of the student's health, increase the body's defenses, improve the functional state, mood.

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