federal state budgetary educational institution

higher education

Orenburg State Medical University

Ministry of Health of the Russian Federation

**EVALUATION FUNDS FUND**

**TO CONDUCT THE CURRENT SURVEY**

**ACADEMIC PERFORMANCE MONITORING AND INTERIM ASSESSMENT**

**STUDENTS IN THE DISCIPLINE**

ADAPTIVE PHYSICAL CULTURE AND SPORTS FOR DISABLED PEOPLE

by field of study (specialty)

*31.05.01 Medical business*

It is part of the main professional educational program of higher education in the field of training (specialty) *31.05.01 Medical*Science, approved by the Academic Council of the FSBEI HE OrGMU of the Ministry of Health of the Russian Federation (Protocol No. 9 of 30.04.2021) and approved by the rector of the FSBEI HE OrGMU of the Ministry of Health of the Russian Federation 30.04.2021

Orenburg

1. **Passport of the appraisal fund**

The fund of assessment tools for the discipline contains standard control and assessment materials for current monitoring of students 'academic performance, including monitoring students' independent work, as well as monitoring the results of training formed in the course of studying the discipline at the intermediate certification in the form of a credit.

Control and evaluation materials of the current performance monitoring are distributed according to the topics of the discipline and are accompanied by an indication of the forms of control used and evaluation criteria. Control and evaluation materials for intermediate certification correspond to the form of intermediate certification in the discipline defined in the OPOP curriculum and are aimed at checking the formation of knowledge, skills and abilities for each competence established in the discipline's work program.

As a result of studying the discipline, the student develops **the following competencies:**

|  |  |
| --- | --- |
| Name of competence | Indicator of achievement of the competence |
| of the Criminal Code-7 is able to maintain the proper level of physical fitness to ensure full-fledged social and professional activity | Indus. UK7. 1. Ability to use methods and principles of physical training and education to increase the adaptive reserves of the body, strengthen health |
| Indus. UK7. 2. Ability to master the algorithm for restoring social and professional activity using physical education methods |

1. **Assessment materials for current monitoring of students ' academicperformance.**

**Assessment materials for the entire discipline**

Control standards

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Non/ | a Name of the test of choice (taking into account the nosological group) | Standards | | | | | | Physical qualities |
| Boys | | | Girls | | |
| Scores | | | | | |
| 5 | 4 | 3 | 5 | 4 | 3 |
| 1 | 30 m (s) run | 4.8 | 5.1 | 5.2 | 5.6 | 6.0 | 6.2 | Speed capabilities |
| 2 | 60 m (s) run | 8.6 | 9.2 | 9.3 | 11.0 | 11.6 | 11.9 |
| 3 | 100 m (s) run | 14.5 | 15.5 | 15.8 | 17.4 | 18.0 | 18.2 |
| 4 | 2000 m (s) run m (min., s) | - | - | - | 12.05 | 12.55 | 13.40 | Endurance |
| 5 | 3000 m run (min., s) | 14.00 | 14.55 | 15.25 | - | - | - |
| 6 | 3 km cross-country skiing (min., s) | - | - | - | 19.20 | 21.40 | 22.45 | Endurance |
| 7 | 5 km cross-country skiing (min., s) | 25.42 | 27.38 | 28.06 | - | - | - |
| 8 | Cross-country running (excluding time, km) | 5 | 4 | 3 | 3 | 2.5 | 2 |
| 9 | Pull-up from hanging on a high crossbar (number of times) | 12 | 10 | 8 | - | - | - | Strength |
| 10 | Flexion and extension of the arms while lying on the floor (number of times) | 30 | 25 | 20 | 14 | 11 | 8 |
| 11 | Kettlebell snatch 16 kg (number of times) | 20 | 16 | 10 | - | - | - |
| 12 | Lean forward from положенияa sitting position on the floor with straight legs (cm) | +10 | +8 | +6 | +14 | +10 | +8 | Flexibility |
| 13 | Two-legged long jump (cm) | 192 | 184 | 172 | 180 | 162 | 148 | Speed and power capabilities |
| 14 | Throwing a ball weighing 150 g (m) | 40 | 32 | 28 | 32 | 26 | 20 |
| 15 | Lifting the torso from положенияthe supine position (number of times in 1 min.) | 42 | 32 | 24 | 32 | 22 | 18 |
| 16 | Throwing a tennis ball at a target, distance 6 m (number of hits out of 20 shots) | 16 | 15 | 12 | 16 | 14 | 12 | Coordination abilities |

Control exercises.

**1 module**

**1.11.** Performing a set of static stretching exercises.

Neck Stretching:

● smooth head turns to the right and left.

● circular head movements;

● delay of the head in tilting to the sides and down-up with pressing it with your hand.

Stretching exercises for the back:

1. We sit on the floor with our legs spread wide. Slowly begin to stretch your chest to the floor, so that you can feel the movement of each vertebra.
2. Cat-cow. We get down on all fours and begin to alternate deflections and bends in the back. We try to use the entire spine: from the cervical region to the lower back.
3. Back twists. We sit on a chair and put our feet together. We turn the upper body so that the shoulders also turn.
4. We lie down on our back and lift the legs bent at the knees up. We put our hands on the floor, palms down. We begin slow turns of the knees in different directions. The shoulders should not be lifted off the floor, and the knees should not be separated from each other.
5. Stretching against the wall. We stand with our backs to the wall and press the entire spine tightly against it. We raise our hands up and begin to stretch them. The body should not be detached from the wall.

Stretching the pectoral muscles:

1. Stand facing the doorway.

2. Grab the edges of the walls with both hands at head level.

3. Lean forward, stretching the pectoral muscles as much as possible.

4. At the limit point, we fix it for a few seconds.

5. Return to the starting position.

**1.2.** Performing a set упражнений of dynamic stretching exercises.

**I.Plie with floor touches**

The muscles of the arms, back, shoulders, and inner thighs work.

Stand up straight, feet wider than your shoulders, toes out, arms up. Lower into the pli, arms down, elbows touching knees. Raise your right arm, then lower and raise your left arm. Return to the starting position. Perform 8 repetitions.

**II. Deep lunge**

Work the muscles of the buttocks and back.

Perform a lunge with your left foot forward. The left thigh should be parallel to the floor. Place your hands on the floor on either side of your left foot. Pull back your left shoulder and raise your left arm. Return to the starting position and begin the next exercise.

**III. Pigeon**

Work the muscles-hip flexors, buttocks and abs.

Lower your left knee to the floor next to your right hand, with the foot of your left foot on the floor under your right hip. Lower your right hip as low as possible to the floor (try putting it on the floor), lower your shoulders and pull up your head and chest, back straight.

**1.3.** Performing a set упражнений of ballistic stretching exercises.

**I..**Quadriceps stretch: Stand up in a right-handed lunge. We take the left leg as far back as possible and rest the knee on the floor. We lift the left shin, pick it up with our hand and pull it to the buttocks. We stand in this position and periodically shake the pelvis to increase stretching. Repeat the exercise for the other leg.

**II.**Hip bicep stretch: Sit on your buttocks and straighten your legs. Bend your left knee and pull your foot as close to your groin as possible. We fix it in one position. Then gently bend your chest to your right knee and wrap your toes around it. We linger in this position. After that, we change our legs and repeat. When performing, we try to keep your back straight.

**III.**Stretching of the calf and soleus muscles: We stand with our toes on the lower crossbar of the Swedish wall. We lower the heels as much as possible. At the same time, we do not bend our legs. We fix this position. With the help of our hands, we hold on to the wall, but we direct the weight of the body to the heels. During the approach, we do a rise on our toes, and then go down again. Repeat this 2-3 times per approach. This is necessary for better stretching of the lower legs.

**1.4.** Performing an automated control system at the gym wall.

1. I. P. - standing facing the wall, grasp the rail with your hands at shoulder level. Bend your arms, touch the reiki with your chest, turn your face to the side — exhale, IP-inhale.

2. I. P.-standing on the lower rail facing the wall, grasp the rail higher with your hands. Hang on your hands, bend over, take your legs back, return to the I. P. Breathing is even.

3. I. P.— standing with your back to the wall. Hang on your hands, pull off your socks, bend your back and raise your head, return to the I. P. Breathing is even.

4. I. P.-standing close to the wall, feet apart. Tilt to the right, grasp the rail higher with your left hand, and lower with your right, and return to the I. P. The same goes in the other direction. Breathing is even.

5. IP— standing close to the wall, legs together, take hold of the rail at shoulder level. Sit down deeply, straighten your legs, pull your pelvis back, and return to the I. P. Breathing is even.

6. I. P.-standing with your back to the wall at a distance of 0.25-0.5 m. take hold of the rail higher. Bending down, stand on the toes-inhale, return to the I. P.-exhale.

7. I. P.-standing on the first rail facing the wall, holding hands on the rail higher. Take the right leg back, bend-inhale, return to the I. P.-exhale. The same goes for moving your left leg away.

8. I. P.-hanging back to the wall, feet at the first level of the first rail. Alternating flexion and extension of the right and left legs in the knee and hip joints. Don't hold your breath.

9. I. P.-the same. Simultaneous flexion of the legs in the knee and hip joints — exhale, return to the I. P.-inhale.

10. I. P.-standing on the first rail facing the wall and holding the rail at chin level. Turn to the right, move the right leg and arm to the side, straighten the left arm-inhale, return to the I. P.-exhale.

11. I. P.-standing with the right side to the wall, legs apart, hands on the belt. obend to the right, take hold of the rail with your left hand, and return to the I. P. The same goes for standing with your left side to the wall. Breathing is even.

12. I. P.-standing on the floor, facing the wall, holding the rail at face level. Stand up, bend your arms and straighten your legs, return to the I. P. Do not hold your breath.

13. I. P.-standing on the first rail, hands behind the rail at hip height. Take a deep seat; return to the I. P. Don't hold your breath.

14. I. P.-lying on your back, hands on your belt, socks fixed under the rail. Raise the torso, sit down, grasp the rail with your hands at head height, pull yourself up with your hands and straighten your legs, stand up, return to the I. P. Breathing is even.

15. I. P.-hanging back to the wall, feet at the level of the first rail. Bend the legs at the knee andhip joints, straighten theknee joints to a right angle, bend the legs again at the knee joints and return to the I. P. Breathing is even.

16. I. P.-standing with the left side to the wall, the left hand on the rail at shoulder level, the right hand to the side. Sit down on your left leg,pushing your right leg forward, and return to the I. P. The same goes for standing with your right side facing the wall. Breathing is even.

17. I. P.-hanging face to the wall, feet at the level of the first rail. Flexion and extension of the legs at the knee joints. Breathing is free.

18. I. P.-standing with his back to the wall, holding the rail higher with his hands. Bend the right leg in the knee and hip joints, stand on the toe with the left foot-inhale, return to the I. P.-exhale. The same goes for bending your left leg. Do not bend the supporting leg at the knee joint.

**1.5.** Performing an automated control system on a gymnastic bench.

I. (initial) p. (position – - O. (main) s. (stand), standing pr. sideways to the bench

1-step with the right foot on the bench, p. (hands) on the belt:

2-step lion. nogoi on the bench, r on the belt:

3-step with the right foot from the bench, r. to the sides:

4-step lion. nogoi from the bench, r to the sides.

5-8-alsoin the other direction

I. P. – O. S., standing pr. sideways to the bench

1-step with the right foot on the bench, r. on the belt:

2-step lion. nogoi on the bench, r on the belt:

3-stepnogoy ave. from the bench on the right, p. up.

4-step lion. nogoi from the bench on the left, R. up (bench between the legs).

3-4-turning the torso 45 degrees,

step right off the bench, lev.. noga remains

on the bench, R. on the belt.

I. P. – standing at an angle of 450spaw from the bench, left. noga on the bench, pr. on the floor, r. on the belt.

1 – support lev. nogoi on the bench, pushing off, bend it forward;

2-go back to I. P. (Repeat 3 times)

On the fourth rep

7-put your right foot on the bench, your left foot on the belt.

8-get off the lion. nogoi from the bench on the left, but the right foot remains on the bench.

Repeat the next 8 accounts also upr. lev. nogoi, but at the count of 8-go back to I. P.

I. P. – the same as in control No. 3.

Repeat everything as in control No. 3, but bend the leg back.

On the last repeat, to the score

7-8-stand to the left of the bench, facing it, with your hands on your waist.

I. P. – standing to the left of the bench, facing it, R. on the belt.

1-stepN.ogoy ave. to the bench.

2-step lion. nogoi on the bench;

3 – step with one foot off the bench.

4-step lion. nogoi from the bench;

5-deep lunge pr. n. on the bench, r. for the head.

6-go back to the I. P., but pay by the head.

7 - deep lunge of the lion. nogoi on the bench, r. for the head;

8-go back to the I. P.

(Repeat the control 4 times). On the last repeat

7-8 - turn the ave. sideways to the bench, the ave. n. put on the bench straight, p. to the sides.

I. P. – standing on the left of the avenue sideways to the bench, the ave. n. straight on the bench, R. to the sides.

1-3 – three springy tilts to the right to the right leg, left. r.up;

4-I. P.

5-7-three springy slopes down to the left. noge, r. down;

8-I. P.

Repeat a second time is upr-e, but the score is

5-6 – two springy slopes down to the left. noge, r. down, touch the floor;

7-8 – while turning to face the bench, jump over the bench and take an I. P., the same from the other side of the bench.

Repeat all the controls from the other leg, on the second rep to the score

7-8-turn around and face the bench to the right of it, point at the waist.

I. P. – standing to the right of the bench, facing it, R. on the belt.

1 – step of pr. n. to the bench.

2 – step left. to thebench.

3 – step pr. n. to the right on the bench (to the side).

4 – stepleft orright on the bench.

5 – step pr. n. to the left on the bench (back).

6 - step left. нand right on the bench.

7-step of pr. n. from the bench.

8-step left. ofthe bench.

Repeat upr. 4 times, on the last repeat the score:

7-step of pr. n. from the bench.

8-pause, leave. theleft hand on the bench, the right hand on the belt.

I. P. – standing facing the bench on the right onN.oge ave., lev. the leg is bent on the bench, R. on the belt;

Jumping with alternating right and left.. nogi on the bench

1-2-jump from left. нto right position.

3-4-jump from pr. n. to the left.

5-8-also.

Repeat four eights, on the last repeat for the score

7-8-stand up, legs apart, bench between the legs, p. on the waist.

I. P.-stand legs apart, bench between the legs, R. on the belt.

a) 1-stand on one knee on a bench, left. noga on the floor;

2-stand on the left. tothe deer on the bench in the kneeling position on the bench;

3-7 – five springy seds on the heels on the bench;

8 - kneeling position on the bench, p. on the belt.

b) Repeat this control, but at the expense of

c) 1-get offN.ogoy ave. from the bench on the right;

d) 2-get offthe left-hand н. со bench.слева;

3-4 – the same as in the first repetition of the score 1 and 2.

5-7 – the same as the score 3-7 in the first repeat.

8 – the same as the score of 8 in the first repeat.

Repeat 2 more times in this variation.

e) In the last fourth repetition, the score is:

1-4 – as in option (b, c, d).

5 –get off the нbench from left to right.

6 – get off the bench on the left side of pr. n.

7-sit on a bench, support r. behind;

8-straighten your legs.

I. P.-седsitting on a bench, legs straight, support R. from behind;

1-3 – three springy inclines forward, R. forward.

4-I. P.

5-7 – raise the torso, bend, hold.

8-I. P.

Repeat upr-e 2 times

In the second replay, to the score:

5-6 – raise the torso, bend, keep two counts.

7-I. P.

8-raise the right leg up.

I. P.-a saddle on a bench, the support of the river at the back,noga ave. up;

1-bend the right leg crosswise in front левойof the left.

2-straighten your right leg in I. P.

3-6 – repeat the count of 1 -2 twice.

7-lower the right leg down, taking седa position on the bench with straight legs, hands supporting the back;

8-raise up the lion. nosu.

Repeat the next seven counts упр-еwith your left foot.

8-lift the bent knee pr. n., sock on yourself.

I. P.-sed on the bench, left. noga is extended, raise the right leg bent, sock on itself;

1-change the position: raise the bent leg.. nosu, right straighten forward, without touching the floor with your feet;

2-change the position in the I. P.

3-8-repeat the count 1-2.

Repeat the next six invoices in the same way.

7-8-when straightening the right leg, take a position on the bench with straight legs with an inclination forward, hands forward;

Straighten up, bend your knees, stand in the O.S., bench at the back.

**1.6.** Demonstrate self-massage skills:

- Rubbing. Shifting of the upper layers of muscle tissue. Depending on the depth of the affected muscle, the appropriate level of force is applied. Rubbing, like most massage movements, is carried out in the direction of the outflow of lymph and blood. Movements are performed with the thumbs, the tips of the middle and index fingers, the knuckles, or the edge of the palm. The shape of the direction is longitudinal, spiral, circular, or transverse.

- Kneading exercises. One of the main techniques. It consists of continuous grabbing, lifting, squeezing and shifting of the skin. If the massaged area can capture the muscle, separate it from the bone and immediately return it to its place. Warm-up intensity: smooth start, gradual increase in impact, sharp transition to another part of the body.

- Shaking. They help to relax large muscles. Fingers or hands create small rhythmic movements, not taking your hand away from the body, but changing the intensity of pressure. Rapid oscillatory movements to the sides, across the muscle, will speed up the relaxation process. The technique is acceptable only on the extremities.

- Movement. It is used during a rehabilitation session. The process consists of forcing movements that cannot be performed freely due to damaged muscles or other parts of the body. The complex looks like gymnastics, promotes increased blood circulation, activates metabolic processes. When used regularly, it relieves muscle spasms and increases joint mobility.

- Pounding. Light, rhythmic strokes with different parts of the palm, starting from the fingertips, ending with the edge or half-bent hand. Movements are located across the muscle threads, performed as quickly as possible. The elbow and shoulder joints are not involved, only the hands.

**2 module**

**2.1.** Performing a set упражненийof breathing exercises.

1.Urination "Palms"

2. Uprazhnenie "Pogonchiki"

3. УDefecation " Pump (inflating the tire)"

4. УExercise " Cat (half-squat with turn)"

5. Dothe "Hug your shoulders"exercise

6.Urination "Big pendulum"

7.Bowel movement "Turns of the head"

8.Urination "Ears"

9.Exercise " Pendulum head (forward and backward)"

10. УUrination "Ripples"

11.Exercise "Steps"

**2.2.**Running non-short distances (30m. in full coordination).

A low start is the most common way to start sprinting, as it allows you to start running faster and develop maximum speed in a short segment. To ensure the comfort and strength of the foot support, starting pads or starting machines are used.

The most optimal way to install starting pads is when the front pad for the strongest (push) leg is installed at a distance of 1.5 feet from the start line, and the back pad is installed at a distance of 1-1. 5 feet from the front (or at a distance of the length of the lower leg from the front pad). The support platform of the front shoe is inclined at an angle of 45-60°, the rear-at an angle of 60-80°. The distance between the pads in width is usually equal to the length of the foot.

At the command: "Start!" the student steps over the starting line and stands so that the pads are behind him. Next, the student squats, puts his hands on the ground, rests the foot of the strongest leg on the support pad of the rear pad. Then he goes down on the knee of the foot resting on the back pad, pulls his hands behind the starting line and puts them close to it so that the body support falls on the hands, the thumbs are turned inwards, and the rest - out (you can lean on the hands with bent fingers).

The arms should be straight at the elbows, but not tense, and the shoulders should fall slightly forward. The back should be rounded, but not strained. The head freely continues the body line, and the gaze is directed forward at a distance of 0.5-1 m from the starting line.

At the command: "Attention!" the student lifts the knee of the leg resting on the back pad from the ground, raises the pelvis slightly above the shoulders and moves the torso forward and up. The weight of the body is shifted to the hands and the front leg. Switch from the "Start!" position to the "Attention!" position smoothly. Then you need to stop all movements, waiting for the shot or the command: "March!".

After a shot or a command: "March!", the student takes his hands off the track and simultaneously pushes off the pads. The first leg to break away from the pad is the standing leg from behind, which is carried forward and slightly inward with the hip. To reduce the time and path of the foot from the pad to the place where it is placed on the ground, the first step should be creeping, i.e. you need to carry the foot as close to the ground as possible.

Favorable conditions for increasing the speed of running in the shortest possible time are created due to a sufficiently sharp angle of repulsion from the pads and the inclined position of the sprinter's body when leaving the start.

Starting run-up. In order to achieve the best result in a sprint, it is very important to reach a speed close to the maximum after the start in the starting run-up phase fasterк.

Distance running. By the time the top speed is reached, the runner's torso is slightly tilted forward (72-80°). During the running step, the slope changes. During repulsion, the torso tilt decreases, and in the flight phase it increases.

Finishing. The maximum speed in the 100m and 200m races should be maintained until the end of the race, but in the last 20-15 m, the speed is usually reduced by 3-8%.

The race ends when the runner touches the vertical plane passing through the finish line with his body. The runner first touches the ribbon (thread) stretched at chest height above the line marking the end of the race. To touch it faster, you need to make a sharp tilt with your chest forward at the last step, throwing your arms back. This method is called a "chest roll".

**2.3.** Performing a set упражненийof coordination exercises.

1. Standing up. Perform several simultaneous circular movements with straight arms so that the movement of the right hand is directed forward, and the left-back. Then change the direction of movement of the hands: right back, left forward.

2. Take a gymnastic stick about a meter long. Place it vertically on the floor in front of you, pressing it down with the palm of your right hand. Taking your hand off the stick, try to step over it with a straight leg from right to left and, without letting the stick fall, press it again with the palm of your hand. Then step over the stick from left to right. After that, try taking your hand off the stick, make a 360-degree turn and, without letting the stick fall, press it with your palm on top. Then make a turn in the other direction.

3. Take a tennis ball in each hand and raise your hands forward. Then lower the balls and catch them as they bounce off the floor.

4. Raise your hand to the side, palms facing down. Try to keep your hand in a horizontal position and rotate your shoulder and forearm back and forth.

5. Grab a towel or jump rope and wrap it around the ends so that your arms are wider than your shoulders. As you pull on the towel, raise your hands forward, then up, and move the towel with straight hands behind your back. In a reverse motion, return to the starting position. In the future, bring your hands closer to the towel. Lifting your hands up, inhale, lowering down-exhale. The exercise develops mobility in the shoulder joints.

6. Sit on a chair sideways to the back, with one hand on the seat and the other on the back. Bend your legs and bring them over the seat and place them on the floor. Then return to the starting position in the same way. When performing the exercise, make sure that your feet do not touch the seat when moving your legs. In the starting position, inhale, passing your legs over the seat-exhale.

7. Take a piece of paper and attach it to the wall at chest level. Then, pencil in hand, take a half-step to the wall and, making circles with your foot on the floor, try to write your initials on a piece of paper. The same thing can be done while sitting at the table.

8. This exercise should be performed in the gym. Tossing the ball up, try to quickly do a forward somersault, jump to your feet and catch the ball.

**2.4.** Making the top pass in volleyball, get into the field (6 innings).

The top pass is most often used at the net for an attacking kick as a second touch of the ball. This requires players to reach the ball in a timely, precise manner and adopt a comfortable stance: legs bent at the knees and placed shoulder-width apart, arms bent and extended forward, hands pulled back, turned to each other and at shoulder level.

The transfer begins with the extension of the legs, which consistently includes the torso and arms.

The main role in transmission is played by the first phalanges of the thumb, index and middle fingers. The flexion of the hands at the wrist joint and the elastic movement of the fingers give the ball the desired direction. Depending on the nature of the pass (height, length, direction, speed, etc.), the player must constantly adjust their actions.

The transfer is completed with a springy movement of the fingers and hands, due to which the ball is­pushed out in a new­direction. At the same time, the legs are almost completely straightened at the knees, and the arms are in the elbow joints.

The ratio of the conceding and guiding (overcoming) movements of the hands at the time of transfer largely depends on the oncoming speed of the ball and on the distance of the transfer. The higher the oncoming speed, the more intense and shorter the movement of the hands. In short-distance transmissions, the amplitude of hand movements decreases, but the movements­of the hands and fingers are more active (the brush method).

**2.5.** Making a throw in basketball around the ring for accuracy (10 shots).

The ball should be at chest level (the feet may be aligned or one leg extended slightly forward) held with the fingers, elbows at the torso, legs slightly bent at the knee joints, torso straight, eyes directed at the basket. Simultaneously with the circular motion of the ball (as in simultaneous passing) and even greater flexion of the legs at the knee joints, the ball is brought to the chest. Without stopping the movement, the ball is carried along the torso up and forward in the direction of the ring and with a sweeping movement of the hands, giving the ball a reverse movement is released from the tips of the fingers, while the legs are straightened at the same time. The weight of the body is transferred to the leg in front, the body and arms must accompany the flight of the ball. After releasing the ball, the player returns to the starting position.

* 1. Serving in table tennis.

The ball, with the help of an open palm, is thrown strictly up about 16 cm. At the time when it leaves the palm of your hand and comes into contact with the racket, it must be above the table and not within the boundaries of the edge of the table.

The person who serves must hit the ball with the racket so that it touches its own half of the table once and at least once on the opponent's side of the table.

The ball is served in such a way that both the receiver and the referee can clearly see whether the rules for serving the ball are being followed. Do not cover the feed with your free hand, body, or clothing.

A serve is counted only when the ball leaves the palm of your hand.

If the ball touches the net while serving, but the other rules are not violated, the referee orders a second serve. In this case, the player repeats the serve again. After a serve is scored by the referee, subsequent shots on the ball must be executed in such a way that the ball touches the table cloth only in the opponent's zone.

**3 module**

**3.1.** Rules of the game of chess:

Placement of shapes:

Opponents play on opposite sides of the board, one of them moves with white pieces, the second – with black ones. The pieces in each game are arranged in the same way as follows:

* Lines 2 and 7 are pawns.
* Corners of the board-rooks.
* Next to the rooks – knights.
* Next to the horses – elephants.
* In the middle – the queen (must stand on a square of the same color as it: white – on white, black – on black).
* Next to the queen is the king.

The first move in the game goes to the player with white pieces (the decision on who plays what pieces is made by drawing lots). So, first there are white pieces, then black ones, then white ones again, then black ones, and so on.

Chess rules: moves of pieces

The most powerful and significant chess piece is the king. Possible moves of the piece: diagonally, horizontally, vertically to the adjacent field. The king has no right to make moves to the adjacent field if it is attacked by one of the opponent's pieces, or if there is another piece of the same color as the king on this field.

The queen is the most powerful piece in chess. Its notional cost is 8 pawns. It combines the power of both a rook and bishop, as it can move vertically, diagonally, and vertically (if there are no other pieces in the way).

The rook has the right to make moves in both vertical and horizontal directions, if there are no other pieces in its path. The notional cost of a rook is 5 pawns.

The bishop can move diagonally to any square, if there are no other pieces there. There are black – and white-brimmed elephants (the first go through the fields of black, the second-white).

Knight-notional cost – 3 pawns. Possible year-in the form of the letter "G". This means that at the beginning of the turn, the player can shuffle two squares in the vertical direction, and then one square in the horizontal direction. The knight's move is also possible – one field in the vertical direction and two in the lateral horizontal direction. The knight piece has the right to "jump" over other pieces.

**3.2.** Chess problems.

Шахматная задача ([A chess](https://ru.wikipedia.org/wiki/%D0%90%D0%BD%D0%B3%D0%BB%D0%B8%D0%B9%D1%81%D0%BA%D0%B8%D0%B9_%D1%8F%D0%B7%D1%8B%D0%BA) problemis a position composed [by a chess composer](https://ru.wikipedia.org/wiki/%D0%A8%D0%B0%D1%85%D0%BC%D0%B0%D1%82%D0%BD%D1%8B%D0%B9_%D0%BA%D0%BE%D0%BC%D0%BF%D0%BE%D0%B7%D0%B8%D1%82%D0%BE%D1%80) in which one of the parties is asked to complete a task (usually [checkmate](https://ru.wikipedia.org/wiki/%D0%9C%D0%B0%D1%82_(%D1%88%D0%B0%D1%85%D0%BC%D0%B0%D1%82%D1%8B)) the opponent) in a specified number of moves. A composer whocomposes chess problems is called [a problemist](https://ru.wikipedia.org/wiki/%D0%9F%D1%80%D0%BE%D0%B1%D0%BB%D0%B5%D0%BC%D0%B8%D1%81%D1%82_(%D1%88%D0%B0%D1%85%D0%BC%D0%B0%D1%82%D1%8B)).

By genre, tasks are divided into two -,three -, and multi-pass tasks, co-op mats, reverse mats, and fairy-tale tasks. The solution of the problem consists in finding the only way intended by the author that leads to the completion of the task. The aesthetic effect of the task is achieved by an unexpected (disguised) introductory move and a beautiful combination. As a rule, the problem should not start with a check, the solution should be difficult to find, and the opponent should be given opportunities for active counterplay.

Problems must adhere to the basic principles of chess composition — the legality of the initial position, solvability in all variants and uniqueness of the solution, as well as artistic requirements — expressiveness of the idea, economy of form, beauty of the solution.

In the process of developing task composition, its principles underwent significant changes: the content was enriched, the subject matter expanded, the requirements for the form changed, various styles and trends appeared and disappeared.

"On the Game of Chess" (Latin: De Ludo Schacorum) is a book written in Latin by the Italian mathematician Luca Bartolomeo Pacioli from the Monastery of the Holy Sepulchre. The treatise is also known as "Driving away boredom" (Ital. «Schifanoia»). Some of the illustrations to the treatise are attributed to Leonardo da Vinci, and some of the chess problems presented there are also attributed to him (Ital. Leonardo da Vinci, 1452—1519).

Quite often, a chess problem is presented in pictures depicting a game of chess. Examples of such images are John Lavery's Chess Girls (1929), where a rather elegant checkmate is presented on the board in two moves, and Portrait of Edward Windsor, 3rd Baron Windsor, his Wife, Catherine de Vere, and their Family (1568) by the Graphic Artist Warwick, where checkmate is again present in two moves. two moves. Children's Task (1857) is a watercolour painting by English artist Richard Dudd. It was created by him in a psychiatric hospital, where he was already thirteen years after the murder of his father. The watercolor depicts an elegant mat in two moves.

A special category of tasks consists of literary hoaxes. Among the most famous are two chess problems from 1878 and 1936, created by Charles Godfrey Gumpel (checkmate in seven moves) and Victor Barth (checkmate in two moves).

**3.3.** Rules of the game of checkers:

1. The game is played by two persons on a draughts board divided into 64 squares painted in white and black, with 12 white checkers belonging to one player and 12 black checkers belonging to the other player.

2. The board between the players is placed so that the main road runs from the player from left to right.

3. Checkers on each side are placed on black squares on the first three rows from the player.

4. The players ' moves are made alternately.

5.Moving the checkers forward to the adjacent black square, as wellas taking enemy checkers, is considered a move.

6. If the adjacent square is occupied by an enemy, say, black checker, and the black square next to it is free, then the black checker "beats", i.e. the white checker jumps over the black one to the free black square next to it, and the black checkis "eaten" — removed from the board.

7. For one move, "beat" as many checkers as they are worth on the puti on the above conditions.

8.Ifit is possible to take the opponent's checkers simultaneously in two directions, the choice, regardless of the number, is left tothe discretion of the taker.

9. When drawing, checkers are removed from the board only at the end of the turn.

10.It is not allowed to take a checker (cross it with the batter) twice in one move.

11. If the checker of one of the players gets to the last row during the game, it turns into a queen.

12. If a simple draughtsman becomes a queen when taking the opponent's draughts and then it is again possible to beat the enemy's draughts, then such a capture is mandatory (unlike Polish draughts).

13. The queen has the right to move along the entire length of the row of black squares to the leftplace, which is not occupied by checkers.

14. It "beats" the enemy's checker, if there is a free black square directly behind it. It hits the entire length of a rowof black squares at any distance from itself.

15. Both a simple checker and a queen are required to "beat", ifand to that the case is presented.

16. Both simple and queen "beat" enemy checkers both forward and backward.

17. The winner of the game is the one who either takes away all the opponent's checkers, or deprives him of the opportunity to make any movesby writing down the remaining checkers on the board.

18. If it is impossible for both sides to win the game, the game is considered a draw.

19. If the same moves are immediately repeated three times on the same side, the opponent is giventhe right to declare the game a draw.

20. When three queens fight against one, no more than 15 moves are allowed to win.

21. If there is one or more checkers with one queen, no more than 30 moves are allowed to win, until the balance of power changes.

22. If a win is not reached in both of the latter cases, the game is considered a draw.

23. To save the played game in memory, it is recorded. To do this, all longitudinal rows of the draughts player are marked with the letters: a, b, c, d, e, f, g, h. Transverse rows are marked with numbers: 1, 2, 3, 4, 5, 6, 7 and 8.

24. To record the move of a draughtsman, first mark the square on which it stood, by means of numbers and letters that correspond to this square, put a dash and then attribute in the same way the name of the squareon which it stands.

25. If it is necessary to indicate the removal of checkers from the board, then between the name of the cell from which the movement begins and the name of the cell on which the checker is placed after the fight, put a colon instead of a dash (sometimes an X sign).

26. When fighting a number of checkers, only the beginning and end of the battle are indicated, omitting the intermediate cells.

**Assessment materials on each topic of the discipline.**

**Module 1** General physical training-adaptive forms and types.

**Topic 1** Safety briefing. Training in Nordic walking techniques.

**The form of current monitoring of academic** performance is an oral survey, a test of practical skills.

**Assessment materials of the current performance monitoring** questions for the oral survey:

1. General security requirements.

2. Safety requirements before starting classes.

3. Safety requirements during classes.

4. Safety requirements at the end of classes.

**Assessment materials for current academic performance monitoring**

Demonstrate the technique of Nordic walking.

When walking, you should first stand on the heel, and then on the toe, while the movements should be smooth, without excessive jerks.

ПIn Nordic walking, the main thing is to take the first step: one arm is slightly bent at the elbow and stretched forward, making sure that the stick is at an angle, and the other, bent at the elbow, is held at the level of the pelvis and directed back.

The pace of Nordic walking is usually somewhat faster than that of a normal walking tour. In this case, the amplitude of arm movement determines the width of the step and, accordingly, the total load on the muscles of the body. When the arm span is reduced, the step is made smaller, and the load is reduced, and if it is necessary to make walking more intense, the amplitude of hand movement is increased. It is important from the very beginning to choose the right intensity of walking, which would give the most significant result.

**Module 1** General physical training-adaptive forms and types.

**Topic 2** Improving the technique of Nordic walking. Development of endurance.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate the technique of Nordic walking.

When walking, you should first stand on the heel, and then on the toe, while the movements should be smooth, without excessive jerks.

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**Module 1** General physical training-adaptive forms and types.

**Topic 3** Training in running techniques. Development of dexterity, speed and endurance.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate your running technique.

The hands should be slightly clenched into a fist, the hands move freely along the body, the shoulders are relaxed and lowered, but do not move back and forth.

When running, the body tilts slightly to move the center of gravity forward. Try not to sway from side to side. The foot of the supporting leg at the moment of contact with the surface should be at the levelof the body, and not far in front of it.

Keep your back straight, straighten your shoulders and maintain proper posture – this is important for proper deep breathing.

If you follow the correct incline, your body will automatically selectthe correct width and step frequency.

**Module 1** General physical training-adaptive forms and types.

**Topic 4** Improving running techniques. Development of endurance and speed qualities.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate your running technique.

The hands should be slightly clenched into a fist, the hands move freely along the body, the shoulders are relaxed and lowered, but do not move back and forth.

When running, the body tilts slightly to move the center of gravity forward. Try not to sway from side to side. The foot of the supporting leg at the moment of contact with the surface should be at the levelof the body, and not far in front of it.

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If you follow the correct incline, your body will automatically selectthe correct width and step frequency.

**Module 1** General physical training-adaptive forms and types.

**Topic 5** Learning a set of static stretching exercises.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate the technique of static stretching exercises.

Neck Stretching:

1. Regular head turns to the right and left. Плавные повороты головы вправо-влево.

2. Circular head movements.

3. 3. Hold the head in a tilt to the sides and down-up with pressing it with your hand.

Stretching exercises for the back:

1. Sit on the floor with your legs spread wide. Slowly begin to stretch your chest to the floor, so that you can feel the movement of each vertebra.

2. Cat-cow. We get down on all fours and begin to alternate deflections and bends in the back. We try to use the entire spine: from the cervical region to the lower back.

3. Back twists. We sit on a chair and put our feet together. We turn the upper body so that the shoulders also turn.

4. Lie on your back and lift your knees bent legs up. We put our hands on the floor, palms down. We begin slow turns of the knees in different directions. The shoulders should not be lifted off the floor, and the knees should not be separated from each other.

5. Stretching against the wall. We stand with our backs to the wall and press the entire spine tightly against it. We raise our hands up and begin to stretch them. The body should not be detached from the wall. Another variation of the exerciseis squats, sliding your hands along the wall.

Stretching the pectoral muscles:

1. We face the doorway.
2. We take hold of the edges of the walls at head level with both hands.
3. We lean forward, stretching the pectoral muscles as much as possible.
4. At the limit point, we fix it for a few seconds.
5. Return to the starting position.

**Module 1** General physical training-adaptive forms and types.

**Topic 6** Improvement of a set of static stretching exercises.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate the technique of static stretching exercises.

Neck Stretching:

● smooth head turns to the right and left.

● circular head movements;

● delay of the head in tilting to the sides and down-up with pressing it with your hand.

Stretching exercises for the back:

1. Sit on the floor with your legs spread wide. Slowly begin to stretch your chest to the floor, so that you can feel the movement of each vertebra.

2. Cat-cow. We get down on all fours and begin to alternate deflections and bends in the back. We try to use the entire spine: from the cervical region to the lower back.

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3. We lean forward, stretching the pectoral muscles as much as possible.
4. At the limit point, we fix it for a few seconds.
5. Return to the starting position.

**Module 1** General physical training-adaptive forms and types.

**Topic 7** Learning a set of dynamic stretching exercises.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate the technique of dynamic stretching exercises.

**I.Plie with floor touches**

The muscles of the arms, back, shoulders, and inner thighs work.

Stand up straight, feet wider than your shoulders, toes out, arms up. Lower into the pli, arms down, elbows touching knees. Raise your right arm, then lower and raise your left arm. Return to the starting position. Perform 8 repetitions.

**II. Deep lunge**

Work the muscles of the buttocks and back.

Perform a lunge with your left foot forward. The left thigh should be parallel to the floor. Place your hands on the floor on either side of your left foot. Pull back your left shoulder and raise your left arm. Return to the starting position and begin the next exercise.

**III. Pigeon**

Work the muscles-hip flexors, buttocks and abs.

Lower your left knee to the floor next to your right hand, with the foot of your left foot on the floor under your right hip. Lower your right hip as low as possible to the floor (try putting it on the floor), lower your shoulders and pull up your head and chest, back straight.

**Module 1** General physical training-adaptive forms and types.

**Topic 8** Improvement of the complex of dynamic stretching exercises.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate the technique of dynamic stretching exercises.

**I.Plie with floor touches**

The muscles of the arms, back, shoulders, and inner thighs work.

Stand up straight, feet wider than your shoulders, toes out, arms up. Lower into the pli, arms down, elbows touching knees. Raise your right arm, then lower and raise your left arm. Return to the starting position. Perform 8 repetitions.

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**Module 1** General physical training-adaptive forms and types.

**Topic 9** Learning a set of ballistic stretching exercises.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate the technique of ballistic stretching exercises.

**I..**Quadriceps stretch: Stand up in a right-handed lunge. We take the left leg as far back as possible and rest the knee on the floor. We lift the left shin, pick it up with our hand and pull it to the buttocks. We stand in this position and periodically shake the pelvis to increase stretching. Repeat the exercise for the other leg.

**II.**Hip bicep stretch: Sit on your buttocks and straighten your legs. Bend your left knee and pull your foot as close to your groin as possible. We fix it in one position. Then gently bend your chest to your right knee and wrap your toes around it. We linger in this position. After that, we change our legs and repeat. When performing, we try to keep your back straight.

**III.**Stretching of the calf and soleus muscles: We stand with our toes on the lower crossbar of the Swedish wall. We lower the heels as much as possible. At the same time, we do not bend our legs. We fix this position. With the help of our hands, we hold on to the wall, but we direct the weight of the body to the heels. During the approach, we do a rise on our toes, and then go down again. Repeat this 2-3 times per approach. This is necessary for better stretching of the lower legs.

**Module 1** General physical training-adaptive forms and types.

**Topic 10** Improvement of the complex of ballistic stretching exercises.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate the technique of ballistic stretching exercises.

**I..**Quadriceps stretch: Stand up in a right-handed lunge. We take the left leg as far back as possible and rest the knee on the floor. We lift the left shin, pick it up with our hand and pull it to the buttocks. We stand in this position and periodically shake the pelvis to increase stretching. Repeat the exercise for the other leg.

**II.**Hip bicep stretch: Sit on your buttocks and straighten your legs. Bend your left knee and pull your foot as close to your groin as possible. We fix it in one position. Then gently bend your chest to your right knee and wrap your toes around it. We linger in this position. After that, we change our legs and repeat. When performing, we try to keep your back straight.

**III.**Stretching of the calf and soleus muscles: We stand with our toes on the lower crossbar of the Swedish wall. We lower the heels as much as possible. At the same time, we do not bend our legs. We fix this position. With the help of our hands, we hold on to the wall, but we direct the weight of the body to the heels. During the approach, we do a rise on our toes, and then go down again. Repeat this 2-3 times per approach. This is necessary for better stretching of the lower legs.

**Module 1** General physical training-adaptive forms and types.

**Topic 11** Learning a set of slow stretching exercises.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate the technique упражнений of slow stretching exercises.

Exercise 1: Raise your arms up and stretch, lifting your shoulders and chest up. Hold 5 invoices.

Exercise 2: Now put your hands back, lock your palms together, pull in your stomach, and lean forward as low as you can. Holds 15 slow invoices.

Exercise 3: Bend your knees and lean forward, touching the floor with your hands. Straighten your knees as much as you can. Deducts 15 invoices. Slowly bend your back, bending your legs and returning to the starting position.

Exercise 4: Straighten up, put your legs apart, pull in your stomach, and raise your chest. Place your right hand on the top of your right thigh and your left ввhand in the air above your head. Reach with your left hand to the right as if you want to push the wall with your hand. Hold 15 invoices. Slowly return to the starting position and perform the exercise in the other direction.

**Module 1** General physical training-adaptive forms and types.

**Topic 12** Improving a set of slow stretching exercises.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate the technique упражнений of slow stretching exercises.

Exercise 1: Raise your arms up and stretch, lifting your shoulders and chest up. Hold 5 invoices.

Exercise 2: Now put your hands back, lock your palms together, pull in your stomach, and lean forward as low as you can. Holds 15 slow invoices.

Exercise 3: Bend your knees and lean forward, touching the floor with your hands. Straighten your knees as much as you can. Deducts 15 invoices. Slowly bend your back, bending your legs and returning to the starting position.

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**Module 1** General physical training-adaptive forms and types.

**Topic 13** Learning a set of exercises of pair stretching.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate the technique of pair stretching exercises.

**1. "Worker and kolkhoz woman"**

Stretch your chest muscles.

**How to:** Face your partner. Right hand on hip, left on top. We take a step with the right foot and freeze in the lunge (for a more stable position). On the exhale, we rest our hand on the partner's arm for 30-90 seconds. After a short break, repeat the exercise with the other leg.

Keep your body balanced and straight.

**2. "Push and pull"**

Stretch your back muscles.

**How:** Sitting facing each other, legs bent at the knees, feet resting on the feet of the partner. Holding hands, we round our back and try to stretch our lower back, imagining that someone is pulling us by the belt. Stay in this position for 30-90 seconds, feeling the back muscles stretch.

Try to round your back as much as possible. Don't raise your shoulders. Breathing is even.

**3. "Hold on and reach out"**

Stretch the muscles of the back of the thigh.

**How to:** Without changing the starting position and holding hands, straighten your knees. As you exhale, try to stretch your tailbone back and up, and press your stomach against your hip. Hold this position for 30-90 seconds, trying to relax your muscles as much as possible.

Do not strain your knee joints (you can bend your knees a little). Don't hold your breath.

**Module 1** General physical training-adaptive forms and types.

**Topic 14** Improving the complex of exercises of pair stretching.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate the technique of pair stretching exercises.

**1. "Worker and kolkhoz woman"**

Stretch your chest muscles.

**How to:** Face your partner. Right hand on hip, left on top. We take a step with the right foot and freeze in the lunge (for a more stable position). On the exhale, we rest our hand on the partner's arm for 30-90 seconds. After a short break, repeat the exercise with the other leg.

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Do not strain your knee joints (you can bend your knees a little). Don't hold your breath.

**Module 1** General physical training-adaptive forms and types.

**Topic 15** Performing a control exercise.

**Form of current performance monitoring** reception of a control exercise.

**Assessment materials for current academic performance monitoring**

Control exercise: 1.1. Performing a set of static stretching exercises.

Control exercise: 1.2. Performing a set of dynamic stretching exercises.

**Module 1** General physical training-adaptive forms and types.

**Topic 16** Performing a control exercise.

**Form of current performance monitoring** reception of a control exercise.

**Assessment materials for current academic performance monitoring**

Control exercise: 1.3. Performing a set of ballistic stretching exercises.

**Module 1** General physical training-adaptive forms and types.

**Topic 17, 18** Acceptance of control standards.

**Form of current performance monitoring** acceptance of control standards.

**Assessment materials for current academic performance monitoring**

See the table "Control standards".

**Module 1** General physical training-adaptive forms and types.

**Topic 19** Safety briefing. Training in the technique of general development exercises at the gym wall.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate the technique of general development exercises at the gym wall.

1. I. P. - standing facing the wall, grasp the rail with your hands at shoulder level. Bend your arms, touch the reiki with your chest, turn your face to the side — exhale, IP-inhale.

2. I. P.-standing on the lower rail facing the wall, grasp the rail higher with your hands. Hang on your hands, bend over, take your legs back, return to the I. P. Breathing is even.

3. I. P.— standing with your back to the wall. Hang on your hands, pull off your socks, bend your back and raise your head, return to the I. P. Breathing is even.

4. I. P.-standing close to the wall, feet apart. Tilt to the right, grasp the rail higher with your left hand, and lower with your right, and return to the I. P. The same goes in the other direction. Breathing is even.

5. IP— standing close to the wall, legs together, take hold of the rail at shoulder level. Sit down deeply, straighten your legs, pull your pelvis back, and return to the I. P. Breathing is even.

6. I. P.-standing with your back to the wall at a distance of 0.25-0.5 m. take hold of the rail higher. Bending down, stand on the toes-inhale, return to the I. P.-exhale.

7. I. P.-standing on the first rail facing the wall, holding hands on the rail higher. Take the right leg back, bend-inhale, return to the I. P.-exhale. The same goes for moving your left leg away.

8. I. P.-hanging back to the wall, feet at the first level of the first rail. Alternating flexion and extension of the right and left legs in the knee and hip joints. Don't hold your breath.

9. I. P.-the same. Simultaneous flexion of the legs in the knee and hip joints — exhale, return to the I. P.-inhale.

10. I. P.-standing on the first rail facing the wall and holding the rail at chin level. Turn to the right, move the right leg and arm to the side, straighten the left arm-inhale, return to the I. P.-exhale.

11. I. P.-standing with the right side to the wall, legs apart, hands on the belt. obend to the right, take hold of the rail with your left hand, and return to the I. P. The same goes for standing with your left side to the wall. Breathing is even.

12. I. P.-standing on the floor, facing the wall, holding the rail at face level. Stand up, bend your arms and straighten your legs, return to the I. P. Do not hold your breath.

13. I. P.-standing on the first rail, hands behind the rail at hip height. Take a deep seat; return to the I. P. Don't hold your breath.

**Module 1** General physical training-adaptive forms and types.

**Topic 20** Improving the technique of general development exercises at the gym wall.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate the technique of general development exercises at the gym wall.

1. I. P. - standing facing the wall, grasp the rail with your hands at shoulder level. Bend your arms, touch the reiki with your chest, turn your face to the side — exhale, IP-inhale.

2. I. P.-standing on the lower rail facing the wall, grasp the rail higher with your hands. Hang on your hands, bend over, take your legs back, return to the I. P. Breathing is even.

3. I. P.— standing with your back to the wall. Hang on your hands, pull off your socks, bend your back and raise your head, return to the I. P. Breathing is even.

4. I. P.-standing close to the wall, feet apart. Tilt to the right, grasp the rail higher with your left hand, and lower with your right, and return to the I. P. The same goes in the other direction. Breathing is even.

5. IP— standing close to the wall, legs together, take hold of the rail at shoulder level. Sit down deeply, straighten your legs, pull your pelvis back, and return to the I. P. Breathing is even.

6. I. P.-standing with your back to the wall at a distance of 0.25-0.5 m. take hold of the rail higher. Bending down, stand on the toes-inhale, return to the I. P.-exhale.

7. I. P.-standing on the first rail facing the wall, holding hands on the rail higher. Take the right leg back, bend-inhale, return to the I. P.-exhale. The same goes for moving your left leg away.

8. I. P.-hanging back to the wall, feet at the first level of the first rail. Alternating flexion and extension of the right and left legs in the knee and hip joints. Don't hold your breath.

9. I. P.-the same. Simultaneous flexion of the legs in the knee and hip joints — exhale, return to the I. P.-inhale.

10. I. P.-standing on the first rail facing the wall and holding the rail at chin level. Turn to the right, move the right leg and arm to the side, straighten the left arm-inhale, return to the I. P.-exhale.

11. I. P.-standing with the right side to the wall, legs apart, hands on the belt. obend to the right, take hold of the rail with your left hand, and return to the I. P. The same goes for standing with your left side to the wall. Breathing is even.

12. I. P.-standing on the floor, facing the wall, holding the rail at face level. Stand up, bend your arms and straighten your legs, return to the I. P. Do not hold your breath.

13. I. P.-standing on the first rail, hands behind the rail at hip height. Take a deep seat; return to the I. P. Don't hold your breath.

**Module 1** General physical training-adaptive forms and types.

**Topic 21** Training in the ARU technique on a gymnastic bench.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate the ORU technique on a gymnastic bench.

I. (initial) p. (position – - O. (main) s. (stand), standing pr. sideways to the bench

1-step with the right foot on the bench, p. (hands) on the belt:

2-step lion. nogoi on the bench, r on the belt:

3-step with the right foot from the bench, r. to the sides:

4-step lion. nogoi from the bench, r to the sides.

5-8 – also in the other direction.

I. P. – O. S., standing pr. sideways to the bench

1-step with the right foot on the bench, r. on the belt:

2-step lion. nogoi on the bench, r on the belt:

3-stepnogoy ave. from the bench on the right, p. up.

4-step lion. nogoi from the bench on the left, R. up (bench between the legs).

I. P. – standing at an angle of 450to the right of the bench, left. noga on the bench, pr. on the floor, r. on the belt.

1 – support lev. nogoi on the bench, pushing off, bend it forward;

2-go back to I. P. (Repeat 3 times)

On the fourth rep

7-put your right foot on the bench, your left foot on the belt.

8-get off the lion. nogoi from the bench on the left, but the right foot remains on the bench.

I. P. – standing to the left of the bench, facing it, R. on the belt.

1-stepN.ogoy ave. to the bench.

2-step lion. nogoi on the bench;

3 – step with one foot off the bench.

4-step lion. nogoi from the bench;

5-deep lunge pr. n. on the bench, r. for the head.

6-go back to the I. P., but pay by the head.

7 - deep lunge of the lion. nogoi on the bench, r. for the head;

8-go back to the I. P.

I. P. – standing on the left of the avenue sideways to the bench, the ave. n. straight on the bench, R. to the sides.

1-3 – three springy tilts to the right to the right leg, left. r.up;

4-I. P.

5-7-three springy slopes down to the left. noge, r. down;

8-I. P.

**Module 1** General physical training-adaptive forms and types.

**Topic 22** Improving the ARU technique on the gymnastic bench.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate the ORU technique on a gymnastic bench.

I. (initial) p. (position – - O. (main) s. (stand), standing pr. sideways to the bench

1-step with the right foot on the bench, p. (hands) on the belt:

2-step lion. nogoi on the bench, r on the belt:

3-step with the right foot from the bench, r. to the sides:

4-step lion. nogoi from the bench, r to the sides.

5-8 – also in the other direction.

I. P. – O. S., standing pr. sideways to the bench

1-step with the right foot on the bench, r. on the belt:

2-step lion. nogoi on the bench, r on the belt:

3-stepnogoy ave. from the bench on the right, p. up.

4-step lion. nogoi from the bench on the left, R. up (bench between the legs).

I. P. – standing at an angle of 450to the right of the bench, left. noga on the bench, pr. on the floor, r. on the belt.

1 – support lev. nogoi on the bench, pushing off, bend it forward;

2-go back to I. P. (Repeat 3 times)

On the fourth rep

7-put your right foot on the bench, your left foot on the belt.

8-get off the lion. nogoi from the bench on the left, but the right foot remains on the bench.

I. P. – standing to the left of the bench, facing it, R. on the belt.

1-stepN.ogoy ave. to the bench.

2-step lion. nogoi on the bench;

3 – step with one foot off the bench.

4-step lion. nogoi from the bench;

5-deep lunge pr. n. on the bench, r. for the head.

6-go back to the I. P., but pay by the head.

7 - deep lunge of the lion. nogoi on the bench, r. for the head;

8-go back to the I. P.

I. P. – standing on the left of the avenue sideways to the bench, the ave. n. straight on the bench, R. to the sides.

1-3 – three springy tilts to the right to the right leg, left. r.up;

4-I. P.

5-7-three springy slopes down to the left. noge, r. down;

8-I. P.

**Module 1** General physical training-adaptive forms and types.

**Topic 23** Learning the simplest techniques of self-massage.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate self-massage skills:

- Rubbing. Shifting of the upper layers of muscle tissue. Depending on the depth of the affected muscle, the appropriate level of force is applied. Rubbing, like most massage movements, is carried out in the direction of the outflow of lymph and blood. Movements are performed with the thumbs, the tips of the middle and index fingers, the knuckles, or the edge of the palm. The shape of the direction is longitudinal, spiral, circular, or transverse.

- Kneading exercises. One of the main techniques. It consists of continuous grabbing, lifting, squeezing and shifting of the skin. If the massaged area can capture the muscle, separate it from the bone and immediately return it to its place. Warm-up intensity: smooth start, gradual increase in impact, sharp transition to another part of the body.

- Shaking. They help to relax large muscles. Fingers or hands create small rhythmic movements, not taking your hand away from the body, but changing the intensity of pressure. Rapid oscillatory movements to the sides, across the muscle, will speed up the relaxation process. The technique is acceptable only on the extremities.

- Movement. It is used during a rehabilitation session. The process consists of forcing movements that cannot be performed freely due to damaged muscles or other parts of the body. The complex looks like gymnastics, promotes increased blood circulation, activates metabolic processes. When used regularly, it relieves muscle spasms and increases joint mobility.

- Pounding. Light, rhythmic strokes with different parts of the palm, starting from the fingertips, ending with the edge or half-bent hand. Movements are located across the muscle threads, performed as quickly as possible. The elbow and shoulder joints are not involved, only the hands.

**Module 1** General physical training-adaptive forms and types.

**Topic 24** Improving the simplest techniques of self-massage.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate self-massage skills:

- Rubbing. Shifting of the upper layers of muscle tissue. Depending on the depth of the affected muscle, the appropriate level of force is applied. Rubbing, like most massage movements, is carried out in the direction of the outflow of lymph and blood. Movements are performed with the thumbs, the tips of the middle and index fingers, the knuckles, or the edge of the palm. The shape of the direction is longitudinal, spiral, circular, or transverse.

- Kneading exercises. One of the main techniques. It consists of continuous grabbing, lifting, squeezing and shifting of the skin. If the massaged area can capture the muscle, separate it from the bone and immediately return it to its place. Warm-up intensity: smooth start, gradual increase in impact, sharp transition to another part of the body.

- Shaking. They help to relax large muscles. Fingers or hands create small rhythmic movements, not taking your hand away from the body, but changing the intensity of pressure. Rapid oscillatory movements to the sides, across the muscle, will speed up the relaxation process. The technique is acceptable only on the extremities.

- Movement. It is used during a rehabilitation session. The process consists of forcing movements that cannot be performed freely due to damaged muscles or other parts of the body. The complex looks like gymnastics, promotes increased blood circulation, activates metabolic processes. When used regularly, it relieves muscle spasms and increases joint mobility.

- Pounding. Light, rhythmic strokes with different parts of the palm, starting from the fingertips, ending with the edge or half-bent hand. Movements are located across the muscle threads, performed as quickly as possible. The elbow and shoulder joints are not involved, only the hands.

**Module 1** General physical training-adaptive forms and types.

**Topic 25** Fixing the simplest techniques of self-massage.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate self-massage skills:

- Rubbing. Shifting of the upper layers of muscle tissue. Depending on the depth of the affected muscle, the appropriate level of force is applied. Rubbing, like most massage movements, is carried out in the direction of the outflow of lymph and blood. Movements are performed with the thumbs, the tips of the middle and index fingers, the knuckles, or the edge of the palm. The shape of the direction is longitudinal, spiral, circular, or transverse.

- Kneading exercises. One of the main techniques. It consists of continuous grabbing, lifting, squeezing and shifting of the skin. If the massaged area can capture the muscle, separate it from the bone and immediately return it to its place. Warm-up intensity: smooth start, gradual increase in impact, sharp transition to another part of the body.

- Shaking. They help to relax large muscles. Fingers or hands create small rhythmic movements, not taking your hand away from the body, but changing the intensity of pressure. Rapid oscillatory movements to the sides, across the muscle, will speed up the relaxation process. The technique is acceptable only on the extremities.

- Movement. It is used during a rehabilitation session. The process consists of forcing movements that cannot be performed freely due to damaged muscles or other parts of the body. The complex looks like gymnastics, promotes increased blood circulation, activates metabolic processes. When used regularly, it relieves muscle spasms and increases joint mobility.

- Pounding. Light, rhythmic strokes with different parts of the palm, starting from the fingertips, ending with the edge or half-bent hand. Movements are located across the muscle threads, performed as quickly as possible. The elbow and shoulder joints are not involved, only the hands.

**Module 1** General physical training-adaptive forms and types.

**Topic 26** Learning the elements of relaxation, improving coordination.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Perform a komplex of breathing exercises.

1) Make a full exhalation, draw air slowly through the nose, making sure that the anterior abdominal wall protrudes more and more forward (draw air freely, without straining). At the same time, the diaphragm flattens, increasing the volume of the lungs, and the chest expands. Inhale and exhale smoothly, avoiding bumps.

2) Make an exhalation and, when you feel like inhaling, with your mouth closed, take a deep, relaxed breath through your nose. Then pause (hold the chest in an expanded state). Make a full exhalation, releasing the air slowly and smoothly

through the nose. Pause.

3) After exhaling, start breathing through the nose, making sure that the diaphragm, lower ribs and abdominal muscles are working correctly, and that the shoulders are calm. After pausing, begin a gradual, smooth exhalation through the narrow opening formed by the lips. In this case, it should feel as if the air stream is a continuation of the air flow coming from the diaphragm. It is necessary to ensure that there is no voltage in the

upper chest and neck. If you feel tense, you should relax, slowly shake your head to the right and left, forward and backward, in a circle.

4) Starting position (hereinafter – I. P.) – lying on your back. According to the instructions, the child slowly raises one arm (right, left), leg (left, right), then two limbs simultaneously on the inhale and holds in the raised position during the pause; slowly lowers on the exhale; relaxes during the pause. After that, the exercise is performed lying on your stomach.

5) I. P.-sitting, back straight. Raise your arms up over your head as you inhale and lower them down in front of you as you exhale, bending slightly as you do so.

**Module 1** General physical training-adaptive forms and types.

**Topic 27** Improving the elements of relaxation, improving coordination.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Perform a komplex of breathing exercises.

1) Make a full exhalation, draw air slowly through the nose, making sure that the anterior abdominal wall protrudes more and more forward (draw air freely, without straining). At the same time, the diaphragm flattens, increasing the volume of the lungs, and the chest expands. Inhale and exhale smoothly, avoiding bumps.

2) Make an exhalation and, when you feel like inhaling, with your mouth closed, take a deep, relaxed breath through your nose. Then pause (hold the chest in an expanded state). Make a full exhalation, releasing the air slowly and smoothly

through the nose. Pause.

3) After exhaling, start breathing through the nose, making sure that the diaphragm, lower ribs and abdominal muscles are working correctly, and that the shoulders are calm. After pausing, begin a gradual, smooth exhalation through the narrow opening formed by the lips. In this case, it should feel as if the air stream is a continuation of the air flow coming from the diaphragm. It is necessary to ensure that there is no voltage in the

upper chest and neck. If you feel tense, you should relax, slowly shake your head to the right and left, forward and backward, in a circle.

4) Starting position (hereinafter – I. P.) – lying on your back. According to the instructions, the child slowly raises one arm (right, left), leg (left, right), then two limbs simultaneously on the inhale and holds in the raised position during the pause; slowly lowers on the exhale; relaxes during the pause. After that, the exercise is performed lying on your stomach.

5) I. P.-sitting, back straight. Raise your arms up over your head as you inhale and lower them down in front of you as you exhale, bending slightly as you do so.

**Module 1** General physical training-adaptive forms and types.

**Topic 28** Training a set of exercises for overweight.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate a set of exercises for being overweight.

1. Standing, legs apart, stick at the top in outstretched hands. The grip is wide. Turns the stick left and right in a horizontal plane until the arms are completely crossed.

2.When standing, the left arm is extended forward. Grip the middle of the stick. Rotating the gymnastic stick left and right is like a propeller. Repeat the exercise, taking your hand not forward, but to the side. Switch hands and do the same for the right hand.

3.Standing in an incline, leaning on a stick with straight hands. Two or three springy swings up and down.

4.Standing on one leg, put the stick on the toe of the second leg, which is on weight. Keep the stick balanced for a few seconds without touching it with your hand. Change your leg.

5.While standing, the stick is upright in front of you, with the end resting on the floor. Holding it with your hand, swing a straight leg over the stick. Use your left and right foot alternately.

6.An exercise similar to the previous one with the only difference that the stick stands on the side and, swinging it with your foot, you need to make swings to the sides.

7.Standing, the gymnastic stick in the lowered hand is parallel to the floor. Grab the end. Using the stick to describe circles alternately to the left and right, jump over the stick.

8.In a stand on the shoulder blades, support on a stick. Torso tilts forward. Try not to lift the stick off the floor.

9.Standing, hands up, a stick held in a wide grip. We make lunges alternately with the right and left legs wide forward. Simultaneously with the lunge, we try to pull the stick back and bend as much as possible.

10.Standing on your knees. Holding the end of the stick with both hands, raise it up like a sword. It is necessary to draw a circle in the air with the "point of the sword". At the same time, the hands should remain motionless, and the entire movement is performed due to a circular movement of the torso. Run right and left.

**Module 1** General physical training-adaptive forms and types.

**Topic 29** Improving the complex of exercises for overweight.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate a set of exercises for being overweight.

1. Standing, legs apart, stick at the top in outstretched hands. The grip is wide. Turns the stick left and right in a horizontal plane until the arms are completely crossed.

2. When standing, the left arm is extended forward. Grip the middle of the stick. Rotating the gymnastic stick left and right is like a propeller. Repeat the exercise, taking your hand not forward, but to the side. Switch hands and do the same for the right hand.

3. Standing in an incline, leaning on a stick with straight hands. Two or three springy swings up and down.

4. Standing on one leg, put the stick on the toe of the second leg, which is on weight. Keep the stick balanced for a few seconds without touching it with your hand. Change your leg.

5. While standing, the stick is upright in front of you, with the end resting on the floor. Holding it with your hand, swing a straight leg over the stick. Use your left and right foot alternately.

6. An exercise similar to the previous one with the only difference that the stick stands on the side and, swinging it with your foot, you need to make swings to the sides.

7. Standing, the gymnastic stick in the lowered hand is parallel to the floor. Grab the end. Using the stick to describe circles alternately to the left and right, jump over the stick.

8. In a stand on the shoulder blades, support on a stick. Torso tilts forward. Try not to lift the stick off the floor.

9. Standing, hands up, a stick held in a wide grip. We make lunges alternately with the right and left legs wide forward. Simultaneously with the lunge, we try to pull the stick back and bend as much as possible.

10. Standing on your knees. Holding the end of the stick with both hands, raise it up like a sword. It is necessary to draw a circle in the air with the "point of the sword". At the same time, the hands should remain motionless, and the entire movement is performed due to a circular movement of the torso. Run right and left.

**Module 1** General physical training-adaptive forms and types.

**Topic 30** Training in the technique of exercises to strengthen the thigh muscles.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate the technique of exercises to strengthen the thigh muscles.

Squats.Starting position — I. P.) - legs at shoulder level, expand the feet, pull in the lower part of the abdominal press, put your hands forward (if necessary, you can hold on to the support with your hands). Keeping your back straight, slowly bend your knees to a position that does not require excessive tension, but at the same time your hips should not fall below the level of your knees. Slowly straighten your legs halfway, and then sit down again.

Semi-squats. i. p — - legs together, put your hand on the support, get up on your toes. Bend your knees slightly, tighten your buttocks, pull in your stomach and slowly perform a half-squat, dropping down 7-12 centimeters. Slowly count to three. Slowly return to the starting position.

Squats with back support:

1. I. P.: - with your back to the wall at a distance of 40-50 centimeters (a door or other smooth surface will do). Lean your back straight against the wall. Slowly slide down to the sitting position. Your knees should be positioned exactly above your feet. Slowly count to five. Then gently and slowly return to thestarting position.

2. I. P. — the same, but put your feet apart wide and slightly expand the socks to the sides. Slide into the "sitting on a chair" position. Slowly count to five. Return to the startingposition.

Exercise for the muscles of the outer thigh.

When performing this exercise, you need to lie on your right side and bend your knees. Pull them up to your stomach so that the angle between your torso and hip is 90°. Now, without opening your feet, raise your hip to keep your balance. On the count of three, slowlylower your hip. Raise and lower your leg at a slow pace, controlling muscle tension in both directions.

Turn to the other side and do the same with the other leg. You can vary the angle at which the hip is located in relation to the torso to find the moment of maximum muscle tension.

Exercise for the inner thigh muscles

To perform this exercise, lie on your right side, bend your arm at the elbow, and rest your head on your hand. Bend your left leg and place your foot on the floor. Keeping your right foot straight with the toe extended, lift it a few inches off the floor. Hold it down and slowly lower it. Without touching the floor, lift your foot from the floor. Now we make swings at the top of the trajectory. Then hold your foot and count to 10. Turn to the other side and do the same with the other leg.

**Module 1** General physical training-adaptive forms and types.

**Topic 31** Improving the technique of exercises to strengthen the thigh muscles.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate the technique of exercises to strengthen the thigh muscles.

Squats.Starting position — I. P.) - legs at shoulder level, expand the feet, pull in the lower part of the abdominal press, put your hands forward (if necessary, you can hold on to the support with your hands). Keeping your back straight, slowly bend your knees to a position that does not require excessive tension, but at the same time your hips should not fall below the level of your knees. Slowly straighten your legs halfway, and then sit down again.

Semi-squats. i. p — - legs together, put your hand on the support, get up on your toes. Bend your knees slightly, tighten your buttocks, pull in your stomach and slowly perform a half-squat, dropping down 7-12 centimeters. Slowly count to three. Slowly return to the starting position.

Squats with back support:

1. I. P.: - with your back to the wall at a distance of 40-50 centimeters (a door or other smooth surface will do). Lean your back straight against the wall. Slowly slide down to the sitting position. Your knees should be positioned exactly above your feet. Slowly count to five. Then gently and slowly return to the starting position.

2. I. P. — the same, but put your feet apart wide and slightly expand the socks to the sides. Slide into the "sitting on a chair" position. Slowly count to five. Returnto the starting position.

Exercise for the muscles of the outer thigh.

When performing this exercise, you need to lie on your right side and bend your knees. Pull them up to your stomach so that the angle between your torso and hip is 90°. Now, without opening your feet, raise your hip to keep your balance. On the count of three, slowly lower your hip. Raise and lower your leg at a slow pace, controlling muscle tension in both directions.

Turn to the other side and do the same with the other leg. You can vary the angle at which the hip is located in relation to the torso to find the moment of maximum muscle tension.

Exercise for the inner thigh muscles

To perform this exercise, lie on your right side, bend your arm at the elbow, and rest your head on your hand. Bend your left leg and place your foot on the floor. Keeping your right foot straight with the toe extended, lift it a few inches off the floor. Hold it down and slowly lower it. Without touching the floor, lift your foot again. Now we make swings at the top of the trajectory. Then hold your foot and count to 10. Turn to the other side and do the same with the other leg.

**Module 1** General physical training-adaptive forms and types.

**Topic 32** Training in the technique упражнений of abdominal exercises.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate the technique упражненийof abdominal exercises.

1. I. P.-lying on your back, hands up: jerk up the legs and torso in the saddle ("folding knife"). In the final position, touch your toes with your fingers. Breathing: lying on your back-inhale, sitting-youexhale.

2. I. P.-as in the previous exercise: lifting the legs and torso in the saddle with a jerkсед, alternating turns of the torso to the right and left. Breathing, as in the previous exercise.

3. I. P.-lying on the floor, legs bent at the knees and fixed­on a stand, hands behind the head: raise the head and reach the chest with the chin, then lift the shoulder girdle (lift the shoulder blades off the floor) and hold for 3-5 seconds, return to I. P. Breathing: in I. P. — inhale, head forward and muscle tension — exhale.

4. I. P.-lying back on a horizontal bench, legs fixed and slightly bent at the knees, hands behind the head: lifting the body up and forward. Breathing — as in the previous exercises.

5. I. P.-lying with your back on an inclined board, head down, legs fixed and slightly bent at the knees, hands behind your head: lifting the torso up and forward, using your fingers to reach the toes of your feet. Breathing — as in the previous exercises.

6. I. P.-lying on your back on the floor, legs fixed on a stand, hands behind your head in the lock: lifting the torso and bending forward until the chest touches the knees. Breathing: lying in the I. P.-inhale, lifting the trunk-exhale.

7. I. P.-sitting on the hips and buttocks on the edge of the bench, legs secured, hands locked behind the head, lower the torso below the level of the bench, bend the back: lifting the torso and bending forward untilthe chest touches the knees. Breathing — as in the previous exercises.

8. I. P.-sitting across the bench with the legs fixed at the floor level, hands in the lock behind the head: bending the body back and lifting up. When bending back, bend your back, try to touch the floor with your head.

9. I. P.-lying with your back on an inclined board, head down, legs fixed and half-bent at the knees, hands behind your head in the lock: lifting the torso up with alternating turns to the right and left until the elbow touches the oppositeknee. Monitor your breathing rate.

10. I. P.-lying with your back and buttocks on the edge of a horizontal bench, take hold of its edges with your hands: lifting straight legs, trying to lower your socks behind your head. Breathing: in I. P.-inhale, lifting the legs-exhale.

**Module 1** General physical training-adaptive forms and types.

**Topic 33** Improving the technique of exercises for the abdominal press.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate the technique упражненийof abdominal exercises.

1. I. P.-lying on your back, hands up: jerk up the legs and torso in the saddle ("folding knife"). In the final position, touch your toes with your fingers. Breathing: lying on your back-inhale, sitting-youexhale.

2. I. P.-as in the previous exercise: lifting the legs and torso in the saddle with a jerkсед, alternating turns of the torso to the right and left. Breathing, as in the previous exercise.

3. I. P.-lying on the floor, legs bent at the knees and fixed­on a stand, hands behind the head: raise the head and reach the chest with the chin, then lift the shoulder girdle (lift the shoulder blades off the floor) and hold for 3-5 seconds, return to I. P. Breathing: in I. P. — inhale, head forward and muscle tension — exhale.

4. I. P.-lying back on a horizontal bench, legs fixed and slightly bent at the knees, hands behind the head: lifting the body up and forward. Breathing — as in the previous exercises.

5. I. P.-lying with your back on an inclined board, head down, legs fixed and slightly bent at the knees, hands behind your head: lifting the torso up and forward, using your fingers to reach the toes of your feet. Breathing — as in the previous exercises.

6. I. P.-lying on your back on the floor, legs fixed on a stand, hands behind your head in the lock: lifting the torso and bending forward until the chest touches the knees. Breathing: lying in the I. P.-inhale, lifting the trunk-exhale.

7. I. P.-sitting on the hips and buttocks on the edge of the bench, legs fixed, hands locked behind the head, lower the torso below the level of the bench, bend the back: lifting the torso and bending forward until the chest touches the knees. Breathing — as in the previous exercises.

8. I. P.-sitting across the bench with the legs fixed at the floor level, hands in the lock behind the head: bending the body back and lifting up. When bending back, bend your back, try to touch the floor with your head.

9. I. P.-lying with your back on an inclined board, head down, legs fixed and half-bent at the knees, hands behind your head in the lock: lifting the torso up with alternating turns to the right and left until the elbow touches the opposite knee. Monitor your breathing rate.

10. I. P.-lying with your back and buttocks on the edge of a horizontal bench, take hold of its edges with your hands: lifting straight legs, trying to lower your socks behind your head. Breathing: in I. P.-inhale, lifting the legs-exhale.

**Module 1** General physical training-adaptive forms and types.

**Topic 34** Training the technique of exercises for the back muscles.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate the technique of exercises for the back muscles.

1. Hanging on the crossbar. Try to relax your back muscles and focus on [your spine](http://pozvonochnik.org/concept:2).

2. Half-hang on the crossbar (feet on the floor).

3. Hanging on the gymnastic (Swedish) wall, facing the wall. We try to bend a little, pull our legs back.

4. Lying on your stomach, stretch your arms forward, trying to stretch [the thoracic](http://pozvonochnik.org/concept:15) [spine](http://pozvonochnik.org/concept:2)

5. Lying on your back with your arms straight and behind your head , we stretch, trying to stretch [поясничный](http://pozvonochnik.org/concept:16) [the lumbar spine](http://pozvonochnik.org/concept:3).

All exercises should be done slowly.

6. Stand up straightwith your hands on your waist. Make inclines.

7. Stand up straight with your hands on your waist. Lean forward, touch the floor with your palms, and return to the starting position.

8. Stand up straight, feet shoulder-width apart, arms loosely lowered. Rotation of the body to the sides. We feel the tension of the muscles in the lower back.

9. Stand up straight with your hands along your hips. Raise the leg bent at [коленном суставе](http://pozvonochnik.org/concept:195)the knee joint and take the hip to the side, rest the foot of the bentleg on the hip of the leg standing on the floor. Pay attention to the tension of the thigh, buttocks and lower back muscles in this position for 5-10 seconds. Then we do the same with the other leg.

10. Starting position, as in the previous exercise. Bend the leg at [the knee joint](http://pozvonochnik.org/concept:195), take the shin with both hands and pull the hip up to the stomach.

**Module 1** General physical training-adaptive forms and types.

**Topic 35, 36** Improving the technique of exercises for the back muscles.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate the technique of exercises for the back muscles.

1. Hanging on the crossbar. Try to relax your back muscles and focus on [your spine](http://pozvonochnik.org/concept:2).

2. Half-hang on the crossbar (feet on the floor).

3. Hanging on the gymnastic (Swedish) wall, facing the wall. We try to bend a little, pull our legs back.

4. Lying on your stomach, stretch your arms forward, trying to stretch [the thoracic](http://pozvonochnik.org/concept:15) [spine](http://pozvonochnik.org/concept:2)

5. Lying on your back with your arms straight and behind your head , we stretch, trying to stretch [поясничный](http://pozvonochnik.org/concept:16) [the lumbar spine](http://pozvonochnik.org/concept:3).

All exercises should be done slowly.

6. Stand up straight with your hands on your waist. Make inclines.

7. Stand up straight with your hands on your waist. Lean forward, touch the floor with your palms, and return to the starting position.

8. Stand up straight, feet shoulder-width apart, arms loosely lowered. Rotation of the body to the sides. We feel the tension of the muscles in the lower back.

9. Stand up straight with your hands along your hips. Raise the leg bent at [коленном суставе](http://pozvonochnik.org/concept:195)the knee joint and take the hip to the side, rest the foot of the bentleg on the hip of the leg standing on the floor. Pay attention to the tension of the thigh, buttocks and lower back muscles in this position for 5-10 seconds. Then we do the same with the other leg.

10. Starting position, as in the previous exercise. Bend the leg at [the knee joint](http://pozvonochnik.org/concept:195), take the shin with both hands and pull the hip up to the stomach.

**Module 1** General physical training-adaptive forms and types.

**Topic 37** Performing a control exercise.

**Form of current performance monitoring** reception of a control exercise.

**Assessment materials for current academic performance monitoring**

Control exercise: 1.4.Performing an automatic control system at the gym wall.

Control exercise: 1.5.Performing an automated control system on a gymnastic bench.

**Module 1** General physical training-adaptive forms and types.

**Topic 38** Performing a control exercise.

**Form of current performance monitoring** reception of a control exercise.

**Assessment materials for current academic performance monitoring**

Control exercise:1.6. Demonstrate self-massage skills.

**Module 1** General physical training-adaptive forms and types.

**Topic 39, 40** Acceptance of control standards.

**Form of current performance monitoring** acceptance of control standards.

**Assessment materials for current academic performance monitoring**

See the table "Control standards".

**Module 1** General physical training-adaptive forms and types.

**The topic of independent work** is Nordic walking.

**Independent work** control form control work.

**Evaluation materials for independent work control**

Test work # 1

**The student gets acquainted with the content of the control work and proceeds to individual and independent implementation of the practical section. In the practical section, the student must complete 3 tasks and arrange them in the form of a printed work.**

Task 1. Define what Nordic walking is. History of the origin of Scandinavian walking.

Task 2. Make matches: "The impact of Nordic and regular walking on the human body".

Task 3. Fill in the diagram: "Benefits of Nordic walking for the human body".

**Task 1. After self-study of the theoretical material, it is necessary to give an accurate and concise answer to the question.**

**Task 2. Make matches: "The impact of Nordic and regular walking on the human body".**

|  |  |
| --- | --- |
| 1) relieves tension in the joints of the lower extremities, the load on the spine and, as a result, corrects posture; |  |
| 2) heart rate increases by an average of 15-18 beats per minute; |  |
| 3) mood improves markedly; |  |
| 4) due to the active burning of calories, weight decreases; |  |
| 5) "bad" cholesterol is removed, the heart muscle is strengthened; |  |
| 6) involves only the muscles of the lower extremities; |  |
| 7) strengthens the ligamentous apparatus, forms a muscular corset; |  |
| 8)involves only the oxidative muscle fibers of the legs; | **REGULAR WALKING** |
| 9) prevents osteoporosis-walking in the sun increases the production of vitamin D; |  |
| 10) restores the musculoskeletal system after injuries; | **SCANDINAVIAN WALKING** |
| 11)energy consumption is approximately 190 kcal per hour; |  |
| 12) coordination of movements improves; |  |
| 13) lung volume increases, which increases the supply of oxygen to tissues; |  |
| 14) the body is enriched with oxygen; |  |
| 15) does not particularly affect a person's posture; |  |
| 16) the body's muscles are in constant tone; |  |
| 17) both oxidative muscle fibers are included in the work. muscle fibers of other types; |  |
| 18) allows you to immediately spend fat; |  |
| 19) sleep is normalized, insomnia disappears. |  |

**Task 3. Fill in the scheme:** "**The benefits of Scandinavian walking for the human body. "**

****

effectively trains your legs

**increases the amount of endorphins (happiness hormones) in the blood by 5 times**

**Module 1** General physical fitness - adaptive forms and types.

**Self-study topic** Stretching, exercise complexes.

**Independent work control form** test.

**Assessment materials of independent work control**

Test work # 2

**The student gets acquainted with the content of the control work and proceeds to individual and independent implementation of the practical section. In the practical section, the student must complete 3 tasks and arrange them in the form of a printed work.**

Task 1. Define the concept of "Stretching". What are the features and nuances of stretching?

Task 2. Fill in the table: "Ways to perform stretching".

Task 3. Make a set of exercises .

**Task 1. After self-study of the theoretical material, it is necessary to give an accurate and concise answer to the question.**

**Task 2. Fill in the table: "Ways to perform stretching".**

|  |  |
| --- | --- |
| The exercise consists of slow and smooth movements. By straining a certain group of muscles, the training person briefly hangs in this position, that is, the musculature is in a reduced form. These exercises help to stretch and strengthen the muscles, it is recommended to start training with them; |  |
|  | DYNAMIC |
| Based on swing exercises for the limbs, performed with increasing amplitude and speed. This helps to quickly stretch the muscles of a certain part of the body. These stretch exercises should be performed after special training, as beginners often get injured when performing them; |  |
| the exercises are performed at the slowest possible pace. Allows you to stretch muscle fibers and is used as a warm-up option before performing a strenuous workout. |  |
|  | STEAM ROOM |

**Task 3. After the teacher announces the muscle group, it is necessary to create a strengthening set of exercises consisting of 7-10 exercises.**

**Module 1** General physical training-adaptive forms and types.

**Topic 41** Credit lesson.

**The form of current performance monitoring** is practical skills acceptance.

**Assessment materials of the current performance monitoring** Practical tasks (control standards, control exercises) to test the formed skills and abilities for the first year.

**Module 2** Learningбandtraining.

**Topic 1** Safety briefing. Breathing exercises.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate a complex of breathing exercises.

1.Urination "Palms"

2. Uprazhnenie "Pogonchiki"

3. УDefecation " Pump (inflating the tire)"

4. УExercise " Cat (half-squat with turn)"

5. Dothe "Hug your shoulders"exercise

6.Urination "Big pendulum"

7.Bowel movement "Turns of the head"

8.Urination "Ears"

9.Exercise " Pendulum head (forward and backward)"

10. УUrination "Ripples"

11.Exercise "Steps"

**Module 2** Learningбandtraining.

**Topic 2** Breathing exercises.

**Form of current monitoring of academic** performance acceptance of practical exercises

skills

**Assessment materials for current academic performance monitoring**

Demonstrate a complex of breathing exercises.

1.Urination "Palms"

2. Uprazhnenie "Pogonchiki"

3. УDefecation " Pump (inflating the tire)"

4. УExercise " Cat (half-squat with turn)"

5. Dothe "Hug your shoulders"exercise

6.Urination "Big pendulum"

7.Bowel movement "Turns of the head"

8.Urination "Ears"

9.Exercise " Pendulum head (forward and backward)"

10. УUrination "Ripples"

11.Exercise "Steps"

**Module 2** Learningбandtraining.

**Topic 3** Improving the technique of Nordic walking.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate the technique of Nordic walking.

When walking, you should first stand on the heel, and then on the toe, while the movements should be smooth, without excessive jerks.

ПIn Nordic walking, the main thing is to take the first step: one arm is slightly bent at the elbow and stretched forward, making sure that the stick is at an angle, and the other, bent at the elbow, is held at the level of the pelvis and directed back.

The pace of Nordic walking is usually somewhat faster than that of a normal walking tour. In this case, the amplitude of arm movement determines the width of the step and, accordingly, the total load on the muscles of the body. When the arm span is reduced, the step is made smaller, and the load is reduced, and if it is necessary to make walking more intense, the amplitude of hand movement is increased. It is important from the very beginning to choose the right intensity of walking, which would give the most significant result.

**Module 2** Learningбandtraining.

**Topic 4** Improving running techniques.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate your running technique.

The hands should be slightly clenched into a fist, the hands move freely along the body, the shoulders are relaxed and lowered, but do not move back and forth.

When running, the body tilts slightly to move the center of gravity forward. Try not to sway from side to side. The foot of the supporting leg at the moment of contact with the surface should be at the levelof the body, and not far in front of it.

Keep your back straight, straighten your shoulders and maintain proper posture – this is important for proper deep breathing.

If you follow the correct incline, your body will automatically selectthe correct width and step frequency.

**Module 2** Learningбandtraining.

**Topic 5** Learning the technique of coordination exercises.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate the technique of coordination exercises.

1. Standing up. Perform several simultaneous circular movements with straight arms so that the movement of the right hand is directed forward, and the left-back. Then change the direction of movement of the hands: right back, left forward.

2. Take a gymnastic stick about a meter long. Place it vertically on the floor in front of you, pressing it down with the palm of your right hand. Taking your hand off the stick, try to step over it with a straight leg from right to left and, without letting the stick fall, press it again with the palm of your hand. Then step over the stick from left to right. After that, try taking your hand off the stick, make a 360-degree turn and, without letting the stick fall, press it with your palm on top. Then make a turn in the other direction.

3. Take a tennis ball in each hand and raise your hands forward. Then lower the balls and catch them as they bounce off the floor.

4. Raise your hand to the side, palms facing down. Try to keep your hand in a horizontal position and rotate your shoulder and forearm back and forth.

5. Grab a towel or jump rope and wrap it around the ends so that your arms are wider than your shoulders. As you pull on the towel, raise your hands forward, then up, and move the towel with straight hands behind your back. In a reverse motion, return to the starting position. In the future, bring your hands closer to the towel. Lifting your hands up, inhale, lowering down-exhale. The exercise develops mobility in the shoulder joints.

6. Sit on a chair sideways to the back, with one hand on the seat and the other on the back. Bend your legs and bring them over the seat and place them on the floor. Then return to the starting position in the same way. When performing the exercise, make sure that your feet do not touch the seat when moving your legs. In the starting position, inhale, passing your legs over the seat-exhale.

7. Take a piece of paper and attach it to the wall at chest level. Then, pencil in hand, take a half-step to the wall and, making circles with your foot on the floor, try to write your initials on a piece of paper. The same thing can be done while sitting at the table.

8. This exercise should be performed in the gym. Tossing the ball up, try to quickly do a forward somersault, jump to your feet and catch the ball.

**Module 2** Learningбandtraining.

**Topic 6** Improving the technique of coordination exercises.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate the technique of coordination exercises.

1. Standing up. Perform several simultaneous circular movements with straight arms so that the movement of the right hand is directed forward, and the left-back. Then change the direction of movement of the hands: right back, left forward.

2. Take a gymnastic stick about a meter long. Place it vertically on the floor in front of you, pressing it down with the palm of your right hand. Taking your hand off the stick, try to step over it with a straight leg from right to left and, without letting the stick fall, press it again with the palm of your hand. Then step over the stick from left to right. After that, try taking your hand off the stick, make a 360-degree turn and, without letting the stick fall, press it with your palm on top. Then make a turn in the other direction.

3. Take a tennis ball in each hand and raise your hands forward. Then lower the balls and catch them as they bounce off the floor.

4. Raise your hand to the side, palms facing down. Try to keep your hand in a horizontal position and rotate your shoulder and forearm back and forth.

5. Grab a towel or jump rope and wrap it around the ends so that your arms are wider than your shoulders. As you pull on the towel, raise your hands forward, then up, and move the towel with straight hands behind your back. In a reverse motion, return to the starting position. In the future, bring your hands closer to the towel. Lifting your hands up, inhale, lowering down-exhale. The exercise develops mobility in the shoulder joints.

6. Sit on a chair sideways to the back, with one hand on the seat and the other on the back. Bend your legs and bring them over the seat and place them on the floor. Then return to the starting position in the same way. When performing the exercise, make sure that your feet do not touch the seat when moving your legs. In the starting position, inhale, passing your legs over the seat-exhale.

7. Take a piece of paper and attach it to the wall at chest level. Then, pencil in hand, take a half-step to the wall and, making circles with your foot on the floor, try to write your initials on a piece of paper. The same thing can be done while sitting at the table.

8. This exercise should be performed in the gym. Tossing the ball up, try to quickly do a forward somersault, jump to your feet and catch the ball.

**Module 2** Learningбandtraining.

**Topic 7,8,8** Yoga

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate the technique of yoga exercises for beginners.

1. Camel pose (Ushtrasana)

2.Chair pose (Utkatasana)

3. Tilt-to-the-feetpose (Uttanasana)

4. Triangle Pose (Trikonasana)

5. The plow pose (Hal-asana)

6. Candle pose (Sarvangasana)

7. Pigeon pose (Eka pada rajkapotasana)

8. Half pose of the King of fish (Arlha matsienlrasana)

9. Child's pose (Balasana)

10. Dead pose (Shavasana)

**Module 2** Learningбandtraining.

**Topic 9** Performing a control exercise.

**Form of current performance monitoring** reception of a control exercise.

**Assessment materials for current academic performance monitoring**

Control exercise: 2.1. Performing a set упражненийof breathing exercises.

Control exercise: 2.2.Running non-short distances (30m. in full coordination).

**Module 2** Learningбandtraining.

**Topic 10** Performing a control exercise.

**Form of current performance monitoring** reception of a control exercise.

**Assessment materials for current academic performance monitoring**

Control exercise: 2.3. Performing a set упражненийof coordination exercises.

**Module 2** Learningбandtraining.

**Topic 11, 12** Acceptance of control standards.

**Form of current performance monitoring** acceptance of control standards.

**Assessment materials for current academic performance monitoring**

See the table "Control standards".

**Module 2** Learningбandtraining.

**Topic 13** Safety briefing. Volleyball. Top feed (get into the field). Taking into account the student's nosology.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate the top feed technique.

The top pass is most often used at the net for an attacking kick as a second touch of the ball. This requires players to reach the ball in a timely, precise manner and adopt a comfortable stance: legs bent at the knees and placed shoulder-width apart, arms bent and extended forward, hands pulled back, turned to each other and at shoulder level.

The transfer begins with the extension of the legs, which consistently includes the torso and arms.

The main role in transmission is played by the first phalanges of the thumb, index and middle fingers. The flexion of the hands at the wrist joint and the elastic movement of the fingers give the ball the desired direction. Depending on the nature of the pass (height, length, direction, speed, etc.), the player must constantly adjust their actions.

The transfer is completed with a springy movement of the fingers and hands, due to which the ball is­pushed out in a new­direction. At the same time, the legs are almost completely straightened at the knees, and the arms are in the elbow joints.

The ratio of the conceding and guiding (overcoming) movements of the hands at the time of transfer largely depends on the oncoming speed of the ball and on the distance of the transfer. The higher the oncoming speed, the more intense and shorter the movement of the hands. In short-distance transmissions, the amplitude of hand movements decreases, but the movements­of the hands and fingers are more active (the brush method).

**Module 2** Learningбandtraining.

**Topic 14** Basketball. Racks, movements.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate withtoyko, moving.

The rack is the starting position of the player when performing all the technical techniques of playing basketball. Its variants: feet parallel, shoulder-widthapart, in a straight line; one leg extended forward.винута впеIn both cases, the player is in a stable position, legs bent, body weight distributed on both legs, torso slightly tilted forward, arms bent in front of the chest, head raised so that visualпечен зрительный control of all players on the court is provided.

Movement is carried out, as a rule, by running along short stretches. While running, the basketball player puts his foot on the whole foot or rolls from heel to toe, significantly bending both legs. When accelerating, the run is performed in a short step, the foot is placed on the front of the foot.

**Module 2** Learningбandtraining.

**Topic 15** Throws on the ring.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Perform astep-by-step search on the ring.

The ball should be at chest level (the feet may be aligned or one leg extended slightly forward) held with the fingers, elbows at the torso, legs slightly bent at the knee joints, torso straight, eyes directed at the basket. Simultaneously with the circular motion of the ball (as in simultaneous passing) and even greater flexion of the legs at the knee joints, the ball is brought to the chest. Without stopping the movement, the ball is carried along the torso up and forward in the direction of the ring and with a sweeping movement of the hands, giving the ball a reverse movement is released from the tips of the fingers, while the legs are straightened at the same time. The weight of the body is transferred to the leg in front, the body and arms must accompany the flight of the ball. After releasing the ball, the player returns to the starting position.

**Module 2** Learningбandtraining.

**Topic 16** Table tennis. Racks, movements.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate withtoyko, moving.

The right stance (or starting position for all types of right kicks) is characterized by the fact that the feet (especially the right one) are turned to the right. This allows you to move your right shoulder back for the swing. Please note: for a U-turn, it is the right shoulder and the right side of the torso that are drawn back, and not the left side that is brought forward, although you can get into the left position in both ways described.

Left stance (or starting position for all types of backhands) the right leg and right shoulder are in front of the left leg and left shoulder. Increasing game speeds and improving the material of the racket requires and allows you to perform all backhands in the face-to-table position. After all, this is what gives you a gain in time and allows you to mask the direction of the ball's flight.

Movements in table tennis should be carried out as a result of the harmonious interaction of all parts of the body, so that the torso, head and limbs take a position in space that is optimal from the point of view of the performance of this technical element.

1.One-step method (or lunge).

2. Side steps.

3. Two-step (cross-step).

4. Jumping.

**Module 2** Learningбandtraining.

**Topic 17** Ways to hold a racket. Play with an open and closed racket.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate the correct way to hold the racket.

The racket is held by the neck with the index finger and thumb, the other fingers without tension cover the handle of the racket.

When the racket is directed " up "after contact with the ball – it is called" open“, but if it is directed” down“, it is”closed". For example, after a roll, the racket should be “closed". Open racket roll (on the right):

Rolling on the right is one of the main attacking strokes. The racket moves up and forward and strikes the upper side half of the ball.

Here is the sequence of execution of the strike. Feet shoulder-width apart, slightly bent at the knees. The left leg is slightly extended forward. The weight of the body is evenly distributed on both legs. The torso is slightly tilted to the left towards the table, the hand with the racket is pulled back to the right for a swing. It starts moving when the legs, the racket and the approaching ball form an equilateral triangle. The kick is delivered at the highest point of the ball's rebound, after which the hand is pulled to the left-up. At the moment of contact of the racket with the ball, the forearm seems to overtake the ball. The racket moves in an arc, gradually changing the angle of inclination, as a resultобкатывание, the ball is rolled around from above. The brush gives the ball a sharp spin when rolling. On impact, the weight of the body is shifted to the left leg. After performing the roll, you should immediately return to the starting position.

Closed racket roll (left):

The movement of the ball is basically the same as when rolling on the right. The necessary rotation is given to the ball when moving up and forward. Here is the sequence of execution of the strike. Feet shoulder-width apart, slightly bent, right slightly forward, center of gravity evenly distributed on both legs. The arm at waist level is bent at the elbow and drawn back to the left, with the forearm parallel to the table surface. When hitting, the forearm goes sharply forward, the racket seems to roll the ball from above, after which the hand freely goes to the right-up. The center of gravity shifts to the right leg, the arm returns to its original position.

**Module 2** Learningбandtraining.

**Topic 18** Types of serves in table tennis.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate the submission.

The ball, with the help of an open palm, is thrown strictly up about 16 cm. At the time when it leaves the palm of your hand and comes into contact with the racket, it must be above the table and not within the boundaries of the edge of the table.

The person who serves must hit the ball with the racket so that it touches its own half of the table once and at least once on the opponent's side of the table.

The ball is served in such a way that both the receiver and the referee can clearly see whether the rules for serving the ball are being followed. Do not cover the feed with your free hand, body, or clothing.

A serve is counted only when the ball leaves the palm of your hand.

If the ball touches the net while serving, but the other rules are not violated, the referee orders a second serve. In this case, the player repeats the serve again. After a serve is scored by the referee, subsequent shots on the ball must be executed in such a way that the ball touches the table cloth only in the opponent's zone.

**Module 2** Learningбandtraining.

**Topic 19, 20** Imitation of moving at the table in the 3-meter zone in the tennis player's stand.

**A form of ongoing performance monitoring** is a test of practical skills.

**Assessment materials for current academic performance monitoring**

Demonstrate movements at the table in the 3-meter zone in the tennis player's stand.

During the game, the tennis player performs steps, jumps, and jerks. Steps:

- incomplete or insignificant,

- medium or regular,

- wide.

An incomplete step can be called a half-step, and the total center of mass of the player is mixed simultaneously with the step leg in the direction of movement, and when performing a kick, it is transferred to the support leg with its extension forward. A half-step is performed in any direction, but the walking leg must not cross the line of support of the other leg. A combination of two, three, or more half-steps is possible for turning in place or slightly moving back and forth. To move to the right and left, we use additional steps. In this case, the first basic step is performed with the foot closest to the ball, and the second leg is pulled up to the level of the main stand.

When moving a tennis player in the middle or far game zones, cross steps are used: here the stepping leg is swept in front of the support leg - a front cross step or behind the support leg - a rear cross step, then the support leg is pulled up and placed at the distance necessary to perform the stroke. It is important that the movement in the direction of the ball's flight begins not with the nearest, but with the far (opposite) leg to the ball (for example, when moving to the rightвыполнет, the left leg takes the first step). Usually, cross steps are performed with a turn of the trunk and subsequent side step or stepping.

Standing on your toes and legs bent at the knees allows you to quickly move on to the next of the listed options of movement in any direction.

**Module 2** Learningбandtraining.

**Topic 21** Performing a control exercise.

**Form of current performance monitoring** reception of a control exercise.

**Assessment materials for current academic performance monitoring**

Control exercise: 2.4. Performing the top pass in volleyball, get into the field (6 innings).

Control exercise: 2.5. Making a throw in basketball on the ring for accuracy (10 shots).

**Module 2** Learningбandtraining.

**Topic 22** Performing a control exercise.

**Form of current performance monitoring** reception of a control exercise.

**Assessment materials for current academic performance monitoring**

Control exercise: 2.6. Serving in table tennis.

**Module 2** Learningбandtraining.

**Topic 23, 24** Acceptance of control standards.

**Form of current performance monitoring** acceptance of control standards.

**Assessment materials for current academic performance monitoring**

See the table "Control standards".

**Module 2** Training.

**The topic of independent work** is Yoga, breathing exercises, running.

**Independent work** control form control work.

**Evaluation materials for independent work control**

Test work # 1

**The student gets acquainted with the content of the control work and proceeds to individual and independent implementation of the practical section. In the practical section, the student must complete 3 tasks and arrange them in the form of a printed work.**

Task 1. Define the concept of "Yoga". Describe the types of yoga (hatha yoga, tantra yoga, kundalini yoga, raja yoga).

Task 2. Fill in the table: "Features of running distances".

Task 3.Complete a test task on the topic: "Breathing exercises".

**Task 1. After self-study of the theoretical material, it is necessary to give an accurate and concise answer to the question.**

**Task 2. Fill in the table: "Features of running distances".**

|  |  |
| --- | --- |
| Types of distances | Features |
| sprint | 1.60,100,200, 400 meters  2. starts from a low start  3. has 4 phases. |
|  | 1.  2.  3. |
|  | 1.  2.  3. |
|  | 1.  2.  3. |

**Task 3.Complete a test task on the topic: "Breathing exercises".**

1. Breathing exercises are...

A) a certain sequence of breathing exercises;

B) a random sequence of breathing exercises;

C) a certain sequence of respiratory contractions;

1. A type of breathing in which air enters the body due to the expansion of the middle part of the chest. The abdominal muscles contract more strongly, the diaphragm barely moves down.

A) average breathing rate

B) lower breathing

C) upper breathing

1. Who of the following are the developers of breathing exercises in Russia:

A) A. Strelnikova, K. Buteyko, M. Korpan;

B) E. Nazarova, K. Buteyko, P. Zinoviev;

C) A. Strelnikova, E. Nazarova, M. Korpan;

1. The essence of Strelnikova's method isв...

A) every second a sharp exhalation through the nose, which is accompanied by a series of exercises.

B) every second sharp inhalation through the nose, which is accompanied by a series of exercises.

C) every second sharp inhalation through the mouth, which is accompanied by a series of exercises.

1. Konstantin Pavlovich Buteyko's method of breathing exercises is based on the principle of...

A) "breathe more";

B) "breathe deeper";

C) "breathe less";

1. The main type of gymnastics for weight loss qigun- is...

A) spiritual and breathing practice of three exercises to get rid of excess weight;

B) a system of yoga exercises to get rid of all the excess in the body;

C) modification of bodyflex without sharp exhalations and breaths, a more gentle technique;

1. The main type of gymnastics for weight loss oxysayz is...

A) spiritual and breathing practice of three exercises to get rid of excess weight;

B) a system of yoga exercises to get rid of all the excess in the body;

C) modification of bodyflex without sharp exhalations and breaths, a more gentle technique;

1. The main type of gymnastics for weight loss pranayama is...

A) spiritual and breathing practice of three exercises to get rid of excess weight;

B) a system of yoga exercises to get rid of all the excess in the body;

C) modification of bodyflex without sharp exhalations and breaths, a more gentle technique;

1. Marina Korpan's methodology is based on...

A) pranayama and oxysize;

B) bodyflex and qigong;

C) bodyflex and oxysize;

1. In breathing exercises, the diaphragm performs not 1000 movements per hour, but...

A) 4 times more;

B) 2 times more;

C) 4 times less;

1. Indications for conducting paradoxical breathing exercises with a high effect are such conditions as :

A) lethargy, depression, various forms of neurosis;

B) fatigue, exhaustion, exhaustion;

C) fatigue, depression, various forms of neurosis;

1. Exercise "Palms" can be performed sitting, and in a serious condition, even lying down for 4 or 8 breaths-movements in one go. The norm:

A) 4 breaths-movements-24 times, or 6 breaths-movements-10 times;

B) 4 breaths-movements-24 times, or 8 breaths-movements-12 times;

C) 2 breaths-movements-22 times, or 8 breaths-movements-12 times;

1. During the exercise "Donuts" in a row, you need to take 8 breaths-movements without stopping. Then return(pause) for 3-5 seconds and then repeat:

A) 8 breaths-movements;

B) 6 breaths-movements;

C) 10 breaths-movements;

1. Strelnikovskaya "hundred"is

A) 86 breaths-movements;

B) 98 breaths-movements;

C) 96 breaths-movements;

1. In which of the Strelnikovsky exercises during the entire exercise, the position of the hands should not be changed?

A) exercise "Palms";

B) exercise "Shoulder straps";

C) the "Hug your shoulders" exercise.

**Module 2** Training.

**The topic of independent work** is Basketball, volleyball, table tennis.

**Independent work** control form control work.

**Evaluation materials for independent work control**

Test work # 2

**The student gets acquainted with the content of the control work and proceeds to individual and independent implementation of the practical section. In the practical section, the student must complete 3 tasks and arrange them in the form of a printed work.**

Task 1. Complete a test task on the topic: "Sports game-basketball".

Task 2. Complete the crossword puzzle on the topic: "Sports game-volleyball".

Task 3.Complete a test task on the topic: "Sports game-table tennis".

**Task 1. Complete a test task on the topic:"Sports game-basketball".**

1. Dimensions of the basketball court (m):

a) 26 × 14; b) 28×15; c) 30×16.

2. Width of the basketball court marking lines (cm):

a) 5; b) 6; c) 8.

3. Diameter of the central circle of the platform (cm):

a) 300; b) 360; c) 380.

4. Temperature in the hall during the competition:

a) 5-30°C; b) 15-30°C; c) 10-25°C.

5. Height of the basketball basket (cm):

a) 300; b) 305; c) 307.

6. Ball circumference (cm):

a) 60-65; b) 70-75; c) 75-78.

7. Dimensions of the basketball shield (cm):

a) 120 × 180; b) 115×185; c) 105×180.

8. Ball weight (g):

a) 600-620; b) 650 – 700; c) 600 – 650.

9. During the game on the court on one side may be (players):

a) 4; b) 5; c) 6.

10. What should be the height from the floor to the shield (cm):

a) 270; b) 290; c) 275.

11. Players ' jerseys must be numbered:

a) from 1 to 10; b) from 4 to 15; c) from 1 to 50.

12. In what year did basketball become a game?

a) 1819; b) 1899; c) 1891.

13. Who invented basketball as a game:

a) D. Foreman; b) D. Fraser; c) D. Naismith.

14. The team captain must be different from other players:

a) a different color number on the chest;

b) have a stripe on the T-shirt that emphasizes the number on the chest;

c) have a bandage on your arm.

15. Are players allowed to play with glasses or lenses?

a) It is allowed;

b) not allowed;

c) it is allowed under its own responsibility.

**Task 2. Complete the crossword puzzle on the topic: "Sports game-volleyball".**

****

**Horizontally**

2. A strong blow to the ball, after which it sharply flies down;

4. In which city did the Russian men's national volleyball team become Olympic champions in 2012?

6. Attacks from the edges of the grid.

7. Name your team - the first Olympic champions among women.

9. What geometric shape does the position of the thumbs and index fingers of the hands resemble when receiving the ball from above in volleyball?

13. An attacking kick performed on a false swing, when the attacker simulates a run-up to take-off, pauses and hits the opponent's descending block. This beautiful and complex combination, named after Japanese volleyball player Jungo Morita, Olympic champion in 1972, is now extremely rarely used in professional volleyball;

14. The definition used in volleyball: "the action of players near the net to block the path of the ball directed by an opponent, raising their hands above the upper edge of the net" is called:

15. What physical qualities are most evident in playing volleyball?

16. A technical technique in volleyball, by which the ball is put into play, is called

19. determines the game and attack options

22. main host

23. characteristic tapping of the ball on the floor before serving

24. Sport, a team sports game in which two teams compete on a special court separated by a net, trying to direct the ball to the opponent's side in such a way that it lands on the opponent's court (finish it to the floor), or that a player of the defending team makes a mistake. At the same time, players of the same team are allowed no more than three consecutive touches of the ball (in addition to the touch on the block) to organize an attack.

**Vertically**

1. Volleyball as a sports game appeared at the end of the XIX century in...

3. The author of creating a volleyball game is considered to be:

5. Continuation of the attack when the host team failed to organize a takedown. Prolonged finishing is typical for women's volleyball.

6. The most powerful, tall and bouncy players of the team, attack mainly from the back line, do not participate in the reception

8. Attack option, when the binder connects a player from the 6th zone to the attack. At the same time, the attacking player hits, pushing off from behind the 3-meter line.

10. Hit the ball hard at the top of its trajectory

11. Defensive kick performed in a fall

12. Pre-learned coordinated action of team players

17. The tallest volleyball player of the Russian national team

18. A sports game with a ball, similar in rules to volleyball, intended for school-age children

20. In volleyball, each team among the reserve players can have a defensive type player, who is called

21. A short quick pass to an attacker in the 3rd zone, who is already in the air with his hand ready to strike when the ball touches the binder.

**Task 3. Complete a test task on the topic: "Sports game-table tennis".**

1. The length of the tennis table is?

A) 2.74 m; B) 2.64 m; C) 2.52 m; D) 2.82 m.

1. The width of the tennis table is?

A) 1.525 m; B) 1.625 m; C) 1.425 m; C) 1.5 m.

1. The playing surface of the table is at a height of...withm off the floor?

A) 86; B) 66; C) 76; D) 56.

1. The playing surface of the table should be?

A) opaque, uniform, bright;

B) matte, colored, or light;

C) opaque, uniform, or dark;

D) glossy, uniform, dark.

1. The entire length of the net should be at a height above the playing surface... cm?

A) 15.75 cm; B) 15.25 cm; C) 16.25 cm; D) 16.75 cm.

1. Tennis ball diameter..... mm?

A) 40 mm; B) 35 mm; C) 45 mm; D) 48 mm.

1. The mass of a table tennis ball is equal to?

A) 2.5 g; B) 3.0 g; C) 3.5 g; D) 2.7 g;

1. Table tennis competitions are divided into ...

A) personal;

B) command lines.

C) team-personal;

D) personal-team activities.

1. The contestant has the right to ...

A) choose one ball from several proposed by the leading referee for the match;

B) influence (in any way) the referee's decision on the result of the draw;

C) damage or intentionally cause blows (with anything) to equipment and any sports and personal property;

D) act disrespectfully (with expressions or gestures, etc.) towards spectators, competitors and officials.

1. The contestant has the right to...

A) conduct a warm-up session of up to 2 minutes before the start of the match directly on the game table;

B) damage or intentionally strike equipment, as well as any sporting or personal property;

C) act disrespectfully (with expressions or gestures, etc.) towards spectators, competitors or officials;

D) intentionally interfere (by any actions) with other meetings.

1. The contestant has the right to ...

A) receive advice during breaks between games or during other stoppages of play permitted by the referees;

B) intentionally delay the game by prolonged or untimely wiping with a towel;

C) delay the game intentionally: by intentionally damaging the ball;

D) deliberately prolong the game by knocking the ball out of the playing area.

1. The contestant has the right to ...

A) contact the lead referee before the next draw starts for an explanation or request;

B) intentionally delay the game: by knocking the ball out of the playing area;  
C) intentionally delay the game: by tapping the ball on the table before serving, with the racket;

D) deliberately prolong the game by using pauses (more than 15 seconds) between draws and breaks.

1. How many points does a table tennis game last?

A) up to 5 ;

B) up to 10;

C) up to 11.

1. What should be the color of the grid?

A) blue;

B) green.

C) blue.

1. In what year was the International Table Tennis Federation formed?

A) 1920;

B) 1926.

C) 1931.

1. At what age are children recruited to the preparatory group for learning table tennis?

A) 8-10 years;

B) 10-11 years old;

C) 11-12 years old.

**Module 2** Training.

**Topic 25** Credit lesson.

**The form of current performance monitoring** is practical skills acceptance.

**Assessment materials of the current performance monitoring** Practical tasks (control standards, control exercises) to test the formed skills and abilities for the second year.

**Module 3** Intellectual games.

**Topic 1** Safety briefing. Chess pieces and their initial placement.

**The form of current performance monitoring** is an oral survey.

**Assessment materials of the current performance monitoring** questions for the oral survey

1. Description of shapes. Their classification.

2. Comparative strength of figures.

3. Initial placement of figures.

4. Names.

**Module 3** Intellectual games.

**Topic 2, 3** Moves and taking pieces.

**The form of current performance monitoring** is an oral survey.

**Assessment materials of the current performance monitoring** questions for the oral survey

1. Basic rules of the game

2. Basic moves of the pieces

3. Ways to draw shapes

4. Game maneuvers

**Module 3** Intellectual games.

**Theme 4, 5** Play all pieces from the starting position.

**The form of current performance monitoring** is an oral survey.

**Assessment materials of the current performance monitoring** questions for the oral survey

1.The essence of the game with all the pieces from the initial position.

**Module 3** Intellectual games.

**Topic 6, 7** Chess game. Three stages of a chess game.

**The form of current performance monitoring** is an oral survey.

**Assessment materials of the current performance monitoring** questions for the oral survey

1. How many stages is a chess game divided into?

2. What are these stages called? How do they differ from each other?

3. The goal and objective of each game.

**Module 3** Intellectual games.

**Topic 8, 9** Chess. Analysis and evaluation of the position.

**The form of current performance monitoring** is an oral survey.

**Assessment materials of the current performance monitoring** questions for the oral survey

1. Field, shapes, and moves.
2. Initial position.
3. Castling rules.
4. Analysis.

**Module 3** Intellectual games.

**Theme 10, 11** Chess combination.

**Form of current performance monitoring** oral surveyс.

**Assessment materials of the current performance monitoring** questions for the oral survey

1. Definition of the concept of chess combination.
2. Classification of the combination. Her role in the game.
3. Example of a combination.

**Module 3** Intellectual games.

**Topic 12** Checkers. Game rules. Tournament discipline.

**The form of current performance monitoring** is an oral survey.

**Assessment materials of the current performance monitoring** questions for the oral survey

1. Game rules.
2. Mistakes and punishments. Free throws.

**Module 3** Intellectual games.

**Topic 13** Analysis and introspection of draughts games.

**The form of current performance monitoring** is an oral survey.

**Assessment materials of the current performance monitoring** questions for the oral survey

1. What is analysis? Introspection?
2. What is the role of introspection of the draughts game?

**Module 3** Intellectual games.

**Topic 14** Analysis of typical positions.

**The form of current performance monitoring** is an oral survey.

**Assessment materials of the current performance monitoring** questions for the oral survey

1. Analysis of standard items.

**Module 3** Intellectual games.

**Topic 15** Preparationand implementation of intellectual gamesы "Own game".

**The form of current performance monitoring** is an oral survey.

**Assessment materials of the current performance monitoring** questions for the oral survey

1. Basic rules of the game "Sinoya game".

**Module 3** Intellectual games.

**Topic 16, 17** Preparationand implementation of the intellectual gamesы " What? Gde? When?".

**The form of current performance monitoring** is an oral survey.

**Assessment materials of the current performance monitoring** questions for the oral survey

1.Basic rules of the game " What? Where? When?"

**Module 3** Intellectual games.

**Topic 18** Performing a control exercise.

**Form of current performance monitoring** reception of a control exercise.

**Assessment materials for current academic performance monitoring**

Control exercise: 3.1. Rules of the game of chess.

Control exercise: 3.2. Chess problems.

**Module 3** Intellectual games.

**Topic 19** Performing a control exercise.

**Form of current performance monitoring** reception of a control exercise.

**Assessment materials for current academic performance monitoring**

Control exercise: 3.3. Rules of the game of checkers.

**Module 3** Intellectual games.

**Topic 20, 21** Acceptance of control standards.

**Form of current performance monitoring** acceptance of control standards.

**Assessment materials for current academic performance monitoring**

See the table "Control standards".

**Module 3** Intellectual games.

**The topic of independent work** is Chess. Checkers.

**Independent work** control form control work.

**Evaluation materials for independent work control**

Test work # 1

**The student gets acquainted with the content of the control work and proceeds to individual and independent implementation of the practical section. In the practical section, the student must complete 3 tasks and arrange them in the form of a printed work.**

Task 1. Name the chess pieces.

Task 2. Make matches: "A chess piece - its description".

Task 3. Complete the crossword puzzle on the topic: "Chess game".

**Task 1. Name the chess pieces.**

|  |  |
| --- | --- |
| ***pravila-shahmat-peshka*** |  |
| ***pravila-shahmat-4*** |  |
| ***pravila-shahmat-5*** |  |
| ***pravila-shahmat-6*** |  |
| ***pravila-shahmat-7*** |  |
| ***pravila-shahmat-8*** |  |

**Task 2. Make matches: "A chess piece - its description".**

|  |  |  |
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| This is the most important figure on the "battlefield", around which the game is built. Despite its status, the shape is quite limited in movement, it can move only one square in any direction. But at the same time, it has an advantage — the possibility of castling. |  | [**Elephant**](http://chess-boom.online/kak-hodit-slon-v-shahmatah/) (Bishop's Elephant |
| This is the most active, strongest and second most important figure during the game. Its capabilities in the trajectories of movement are the most diverse. She can move up and down the board, left and right, and also on the white and black diagonals. |  | [**Rook**](http://chess-boom.online/kak-hodit-ladya-v-shahmatah/)(Rook) |
| This figure moves only vertically or horizontally and is limited to obstacles. At the start, the player has two such pieces, which are placed on the edges of the field. |  | [**Knight**](http://chess-boom.online/kak-hodit-kon-v-shahmatah/)(Knight) |
| This figure is considered light, usually looks like a low tower with a pointed drop. The figure appeared precisely because Catholic priests were fond of chess and brought something of their own to it. |  | [**Pawn**](http://chess-boom.online/kak-hodit-peshka-v-shahmatah/)(Pawn) |
| It usually looks like the corresponding animal. Its peculiarity is an unusual manner of movement, namely the letter " G " in any direction. |  | [**Ферзь**](http://chess-boom.online/kak-hodit-ferz-v-shahmatah/)The QueenQueen) |
| This is a chess soldier who is the first to rush into battle, opens the game. He moves most simply — one square at a time and only forward, although as the first move they can jump over the cell — and shoot down enemy figures only diagonally. |  | [**Король**](http://chess-boom.online/kak-hodit-korol-v-shahmatah/)The KingKing) |

**Task 3. Complete the crossword puzzle on the topic: "Chess game".**

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**Horizontally**

1. power ratio;

6. simultaneous attack on two or more pieces.

8. the situation when the king has nowhere to go, but at the same time he is not under the shah;

12. record a chess game.

14. an irresistible attack on the king.

**Vertically**

1. confrontation of kings;
2. destroying someone else's shape.
3. acute lack of time;
4. entering shapes into the game.

7. exchange your piece for the opponent's piece;

9. placement of pieces on the chessboard;

10. attacking a piece that is followed by another, more valuable piece in the line of attack.

11. simultaneous king and rook moves;

13. finding the king under a blow if there are opportunities to save from this blow;

15. a position where a player is forced to make a bad move.

Test work # 2

**The student gets acquainted with the content of the control work and proceeds to individual and independent implementation of the practical section. In the practical section, the student must complete 3 tasks and arrange them in the form of a printed work.**

Task 1. Define the term "Checkers". Basic rules of the game. History of the invention.

Task 2. Complete the crossword puzzle: "Russian Checkers".

Task 3. Solve the checkers puzzles.

**Task 1. After self-study of the theoretical material, it is necessary to give an accurate and concise answer to the question.**

**Task 2. Complete the crossword puzzle: "Russian Checkers".**

Horizontally: 1. Start of the game;

2. Nationality of checkers;

3. Middle of the game;

4. Two identical diagonals;

5. Offer to play;

6. Account;

7. Touched -?

Vertically: 1. End of the game;

2. The color of the light army;

3. Leader of the circle;

4. The color of the dark army;

5. The shape of the checker;

6. Game;

7. The highest checker;

8. Short match;

9. Three identical diagonals;

10. Step;

11. Oblique margins;

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12. Attack

**Task 3. Solve the checkers puzzles.**

Puzzle # 1.

Arrange 6 checkers in 3 rows so that there are 3 checkers in each row.

Puzzle # 2.



On the tableвыложены, 6 black and white checkers are alternately laid out in a row.   
You need to move the checkers so that they are all black on the left and all white on the right. At the same time, you can only move two items side by side to an empty space.

lying checkers, without changing their order.

Puzzle # 3.



It takes 9 moves to place black checkers to the left of white ones. At the same time, in one move, you can move any checker to the right or left on the next free cell, or jump it tothe same free cell through one or two occupied ones.

**Module 3** Intellectual games.

**Topic 22** Credit lesson.

**The form of current performance monitoring** is an oral survey.

**Assessment materials for current academic performance monitoring**

Questions for testing theoretical knowledge in the discipline

for the fourth year.

**Assessment criteria used in the current monitoring of students ' academicperformance.**

|  |  |
| --- | --- |
| **Form of control** | **Evaluation criteria** |
| **oral survey** | 5 points-an answer is evaluated that shows a solid knowledge of the main questions of the material being studied, differs in the depth and completeness of the topic disclosure; possession of the terminological apparatus; draw conclusions and generalizations, give reasoned answers, give examples; fluency in monologue speech, logic and consistency of the answer. |
| 4 points-an answer is evaluated that reveals a solid knowledge of the main questions of the material being studied, differs in the depth and completeness of the topic disclosure; possession of the terminological apparatus; draw conclusions and generalizations, give reasoned answers, give examples; fluency in monologue speech, logic and consistency of the answer. However, there may be one or two inaccuracies in the response. |
| 3 points-the answer is evaluated, indicating mainly knowledge of the material being studied, characterized by insufficient depth and completeness of the topic disclosure; knowledge of the main questions of the theory; insufficient ability to give reasoned answers and give examples; insufficient fluency in monologue speech, logic and consistency of the answer. There may be several errors in the response content. |
| 2 points-an answer is evaluated that reveals ignorance of the material being studied, differs in a shallow disclosure of the topic; ignorance of the main questions of theory, inability to give reasoned answers, poor command of monologue speech, lack of logic and consistency. Serious errors are allowed in the response content. |
| **acceptance**  **of control**  **standards** | See.test of |
| **check**  **practical skills** | 5 points- the technique of performing practical skills without mistakes is evaluated, demonstrating them independently. |
| 4 points - the technique of performing practical skills is evaluated, allowing for some inaccuracies (minor errors) that it independently detects and quickly corrects. |
| 3 points- the technique of performing practical skills is evaluated, allowing for some mistakes that can be corrected if corrected by the teacher. |
| 2 points- the technique of performing practical skills is evaluated if the student cannot independently demonstrate the technique of practical skills or, when performing them, makes gross mistakes. |
| **performing control exercises** | 5 points- a control exercise performed independently without errors is evaluated. |
| 4 points - the controlое exerciseis evaluated, allowing for some inaccuracies (minor errors), which it independently detects and quickly corrects. |
| 3 points - the controlое exerciseis evaluated, making some mistakes that the teacher can correct when correcting them. |
| 2 points - оценивается a control exercise is evaluatedif the student is unable to его demonstrate it independently or, when performing it, makes gross mistakes. |
| **Assessment of the control work** | 5 points is issued if students are given the correct answer to the question of the problem. The explanation of the course of its solution is detailed, consistent, competent, with theoretical justificationsми, with the necessary schematic images and demonstrations of practical skills, with correct and fluent terminology; the answers to additional questions are correct and clear. |
| 4 points are awarded if students are given the correct answer to the question of the problem. The explanation of the course of its solution is detailed, but not logical enough, with isolated errors in the details, some difficultiesin the theoretical justification, in schematic images and demonstrations of practical actions, answers to additional questions are correct, but not clear enough. |
| 3 points are awarded if students are given the correct answer to the question of the problem. The explanation of the course of its solution is not complete enough, inconsistent, with errors, weaktheoretical justification, with significant difficulties and errors in schematic images and demonstration of practical skills, answers to additional questions are not clear enough, with errors in detail. |
| 2 points are awarded if students are given the correct answer to the question of the problem. The explanation of the course of its solution is incomplete, inconsistent, with gross errors, withouttheoretical justification, without the use of schematic images and demonstrations of practical skills, or with a large number of errors, the answers to additional questions are incorrect or missing. |

1. **Evaluation materials of intermediate certification of students.**

Intermediate certification in the discipline in the form of credit is carried out by credit cards: in the first and third years in the form of a demonstration of practical skills; in the fourthyear in oral form.

**Criteria used for evaluating students at the intermediate assessment to determine the creditrating in the first and third year.**

**11-15 points.** The student demonstrates the technique of performing practical tasks without mistakes, demonstrating them independently, is able to clearly and logically explain their actions, and fulfills the control standard – at least 4 points.

**7-10 points.** The student demonstrates the technique of performing practical tasks, admitting some inaccuracies (minor errors) that he / she can independently detect and / or correct when correcting them by the teacher, and fulfills the control standard – at least 3 points.

**0-6 points.** The student cannot independently demonstrate the technique of performing practical tasks or when performing them, makes gross mistakes, fulfills the control standard-less than 3 points.

**Criteria used for evaluating students at the intermediate assessment to determine the credit rating in the fourth year.**

**11-15 points.** The answers to these questions are presented logically, consistently and do not require additional explanations. Reasonable conclusions are drawn.

**7-10 points.** The answers to these questions are presented in a systematic and consistent manner. The material is presented confidently. The ability to analyze the material is demonstrated, but not all conclusions are reasoned.

**0-6 points.** Violations are allowed in the sequence of presentation of the question. It demonstrates a superficial knowledge of the issue, and specific tasks are difficult to solve. There are difficulties with conclusions.

**Practical tasks (control exercises, control standards) to test the formed skills and abilities for the first year:**

1. Demonstrate the technique of Nordic walking.
2. Demonstrate your running technique.
3. Demonstrate the technique of static stretching exercises.
4. Demonstrate the technique of dynamic stretching exercises.
5. Demonstrate the technique of ballistic stretching exercises.
6. Demonstrate the technique of slow stretching exercises.
7. Demonstrate the technique of pair stretching exercises.
8. Demonstrate the technique of general development exercises at the gym wall.
9. Demonstrate the ORU technique on a gymnastic bench.
10. Demonstrate self-massage skills:
11. Perform a set of breathing exercises.
12. Demonstrate a set of exercises for being overweight.
13. Demonstrate the technique of exercises to strengthen the thigh muscles.
14. Demonstrate the technique of abdominal exercises.
15. Demonstrate the technique of exercises for the back muscles.
16. Performing an automated control system at the gym wall.
17. Performing an automated control system on a gymnastic bench.
18. Complete the control standard running for 30 m.
19. Complete the control standard running for 60 m.
20. Completethe control standard run for 100 m..
21. Performflexion and extension of the arms while lying flat on the floor (number of times).
22. Performa forward tilt from положенияa sitting position on the floor with your legs straight (cm).
23. Perform anavel in length from the spot with a push of two legs (cm).
24. Perform lifting ofthe torso from положенияthe supine position (number of times in 1 min.).
25. Выполнить мAim the tennis ball at the target, distance 6 m (number of hits out of 20 shots).

**Practical tasks (control standards, control exercises) to test the formed mindsand skills for the third year:**

1. Demonstrate a complex of breathing exercises.
2. Demonstrate the technique of Nordic walking.
3. Demonstrate your running technique.
4. Demonstrate the technique of coordination exercises.
5. Demonstrate the technique of yoga exercises for beginners.
6. ПродемонстDemonstrate the top serve technique in volleyball.
7. Demonstratestands and moves in basketball.
8. Perform throws around the ring.
9. Demonstrate racks, tabletennis moves.
10. Demonstrate the correct way to hold a racket in table tennis.
11. Demonstrate a table tennis serve.
12. Demonstrate movements at the table in the 3-meter zone in the tennis player's stand.
13. Performing a set of breathing exercises.
14. Running non-short distances (30m. in full coordination).
15. Performing a set of coordination exercises.
16. Perform a top pass in volleyball, hit the field (6 innings).
17. Making a basketball throw around the ring for accuracy (10 shots).
18. Complete the control standard running for 30 m.
19. Complete the control standard running for 60 m.
20. Completethe control standard run for 100 m.
21. Perform flexion and extension of the arms while lying flat on the floor (number of times).
22. Perform a forward tilt from положенияa sitting position on the floor with your legs straight (cm).
23. Perform a standing long jump with a push of two feet (cm).
24. Perform lifting of the torso from положенияthe supine position (number of times in 1 min.).
25. Perform throwing a tennis ball at a target, distance 6 m (number of hits out of 20 shots).

**Questions for testing theoretical knowledge in the discipline for the fourth year:**

* 1. Description of chess pieces.
  2. Classification of chess pieces.
  3. Names of chess pieces.
  4. Placement of chess pieces.
  5. Basic rules of the game of chess.
  6. Basic moves of chess pieces.
  7. The essence of the game is all chess pieces from the initial position.
  8. How many stages is a chess game divided into? What are these stages called?
  9. How do the stages of a chess game differ from each other?
  10. The goal and objective of each game of chess.
  11. Field, chess pieces.
  12. Moves in chess.
  13. Definition of the concept of chess combination.
  14. Chess. Classification of the combination. Her role in the game.
  15. Create a chess problem.
  16. Solve a chess problem.
  17. Rules of the game of checkers.
  18. Checkers. Mistakes and punishments. Free throws.
  19. What is analysis and introspection in checkers?
  20. What is the role of introspection of the draughts game?
  21. Analysis of typical positions in checkers.
  22. Types of intellectual games.
  23. Basic rules of the game "Sinoya game".
  24. Basic rules of the game " What? Where? When?".
  25. Describe the technique of performing the control standard (at the student's choice).

**Sample credit card for first and third yearstudents**

FEDERAL STATE BUDGETARY EDUCATIONAL INSTITUTION OF HIGHER EDUCATION

ORENBURG STATE MEDICAL UNIVERSITY OF THE MINISTRY OF HEALTH OF THE RUSSIAN FEDERATION

Department of Physical Culture

training area (specialty) medical business

discipline adaptive physical culture and sports for disabled people

**CREDIT CARD # 1**

1. Demonstrate the technique of Nordic walking.

Head of the Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(M. A. Ermakova)

Dean of the Faculty\_\_\_\_\_\_\_\_\_\_\_\_(A. O. Mironchev)

"\_\_\_\_"\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_20\_\_city of

**Fourthyear credit card holderого courses**

FEDERAL STATE BUDGETARY EDUCATIONAL INSTITUTION OF HIGHER EDUCATION

ORENBURG STATE MEDICAL UNIVERSITY OF THE MINISTRY OF HEALTH OF THE RUSSIAN FEDERATION

Department of Physical Culture

training area (specialty) medical business

discipline adaptive physical culture and sports for disabled people

**CREDIT CARD # 1**

1. Description of chess pieces.

Head of the Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(M. A. Ermakova)

Dean of the Faculty\_\_\_\_\_\_\_\_\_\_\_\_(A. O. Mironchev)

"\_\_\_\_"\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_20\_\_city of

**List of equipment used for intermediate certification.**

Gymnastic mats, gymnastic mats, gymnastic benches, gymnastic sticks, starting decks, table tennis table,volleyball net, volleyball and basketball balls, table tennis ballsьного тенниса,, table tennis racketsля настольного тенниса, stopwatches.

**Table of correspondence between the results of training in the discipline and assessment materials used in the intermediate certification.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| № | Verifiable competence | Indicator of achievement of competence | Descriptor | Control and evaluation tool (question/practical task number) |
| 1 | CC-7 is able to maintain the proper level of physical fitness to ensure full-fledged social and professional activities | Ind. UK7. 1. Ability to use methods and principles of physical training and education to increase the adaptive reserves of the body, strengthen health | Know the impact of health-improving systems of physical education aimed at strengthening health. | practical tasks for the first year # 1-25  practical tasks for the third kursa # 1-25  questions for the fourth year #1-25 |
| Be able to compose and perform individually selected complexes of health-improving and adaptive physical culture. | practical tasks for the first year No. 1-25  practical tasks for the third year No. 1-25 |
| Ind. UK7. 2. Ability to master the algorithm for restoring social and professional activity using physical culture methods | To know the basics of health-improving running and Nordic walking techniques; types of stretching; basics of breathing exercises and yoga techniques; types of self-massage; rules of chess and checkers. | practical tasks for the first year # 1-25  practical tasks for the third kursa # 1-25  questions for the fourth year #1-25 |
| Be able to control and regulate the functional, psychoemotional state of the body when performing physical exercises. | practical tasks for the first year №1-25  practical tasks for the third |
| Master the means, methods, techniques, and techniques of adaptive physical culture to ensure full-fledged social and professional activities. | practical tasks for the first year №1-25  practical tasks for the third year №1-25 |

**4. Methodological recommendations for the use of the point-rating system.**

Point-rating assessment of students 'academic achievements in the discipline is applied in accordance with the Regulation P 087.03-2020" Procedure for mastering disciplines (modules) in physical culture and sports " p. 11.