federal state budgetary educational institution

higher education

"Orenburg State Medical University"

Ministry of Health of the Russian Federation

**FUND OF EVALUATION FUNDS FOR THE ONGOING MONITORING OF ACADEMIC PERFORMANCE AND INTERMEDIATE CERTIFICATION OF STUDENTS**

**HEALTH AND EDUCATIONAL TRAINING**

in the direction of training (specialty)

*31.05.01 General medicine*

It is part of the main professional educational program of higher education in the field of study (specialty) 31.05.01 General Medicine, approved by the Academic Council of the OrgMU of the Ministry of Health of Russia (protocol No. 9 of 30.04.2021) and approved by the rector of the OrgMU of the Ministry of Health of Russia on 30.04.2021

Orenburg

1. **Passport of the fund of appraisal funds**

The fund of assessment tools for the discipline contains standard control and assessment materials for the current monitoring of students' progress, including the control of students' independent work and for monitoring the learning outcomes formed in the process of studying the discipline at the intermediate certification in the form of a test.

The control and evaluation materials of the current control of progress 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 assessment materials for intermediate certification correspond to the form of intermediate certification for the discipline defined in the curriculum of the OBEP and are aimed at checking the formation of knowledge, skills and abilities for each competency established in the work program of the discipline.

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

UK - 7 Able to maintain the proper level of physical fitness to ensure social and professional activities.

Ind.UK7.1. The ability to use the methods and principles of physical training and education to increase the adaptive reserves of the body, improve health.

Ind.UK7.2. The ability to master the algorithm for restoring social and professional activity using the methods of physical culture.

1. **Evaluation materials for current monitoring of students' progress.**

**Evaluation materials within the entire discipline.**

control exercises.

**1 module**

**1.1. Draw up a diagram of the stages of self-development management.**

1. The process of self-development implies constant work on oneself, the desire to change one's life for the better, maintain health, while constantly moving forward. Any formation of a personality can move in two directions: a constant desire for self-improvement implies the growth of moral, spiritual and healthy principles, and passive contemplation without any goal sooner or later leads to regression. Nature is complex and unpredictable, but this principle has no exceptions - all living things, including humans, either develop or gradually degrade.

The path of self-improvement is complex and thorny. Not only external factors sometimes prevent a person from becoming better, but also his inner “I”. Awareness of the problem does not guarantee its successful resolution: self-development, like a puzzle, is made up of many disparate and equally important pieces. The essential ingredients for success are:

* the right direction;
* firm confidence in the desired result;
* motivation for personal growth;
* strength of will;
* willingness to sacrifice established habits in favor of a new, healthier lifestyle;
* progressive, but continuous movement towards the goals.

Rice. Stages of self-development of personality.



Management Processis a set of purposeful actions of the head and the management apparatus to coordinate the joint activities of people to achieve the goals of the organization.

Stage-it is a set of operations (actions) characterized by qualitative certainty and homogeneity and reflecting the necessary sequence of their existence.

The management process can be represented as a sequence of the following stages:

• goal setting (goal setting),

• assessment of the situation,

• defining the problem,

• development of a managerial decision.

Let's reveal the step-by-step sequence of the management process clearly



Target- this is the manager's idea of ​​\u200b\u200bwhat the system he manages should be. In the scientific definition, it can be formulated as an ideal image of the desired, possible and necessary state of the system. The management process begins with setting the goal of the impact. If it is a consciously implemented process, purposeful and expedient, it can only begin with understanding, defining and setting the goal of the impact.

Situation is the state of the controlled system, evaluated relative to the goal. Under the situation it would be wrong to understand only a deviation from the program or conflict cases of work. Management is carried out regardless of whether there is a deviation or not, whether the situation is conflict or non-conflict. The state of the system can never be identical to the goal, therefore, there is always a situation.

The difference between the situation and the goal, as a rule, includes many contradictions. The act of influence is necessary to resolve these contradictions, to bring the state of the system closer to the goal. But this is only possible if we find the leading contradiction, the resolution of which will lead to the resolution of all the others.

Problem- this is the leading contradiction of the situation and the goal, to the resolution of which the impact should be directed. Without defining the problem, a managerial solution is impossible.

Management decision- this is finding ways to solve the problem and organizational work to implement the solution in a managed system. It is the final stage of the management process, its connection with the production process, the impulse of the influence of the control system on the controlled one.

**1.2.Practical recommendations for time management**.

Plan your activities.

Planning things for the next day (or next week) is of practical importance in any job. It doesn’t matter if you are sitting in the office, standing at the assembly line, moonlighting as a courier in your spare time - a clear action plan will always bring real benefits in the form of increased performance (personal and professional).

Even if your actions are strictly regulated by the job description, you should always have a plan drawn up in advance - this will help you cope with the work more efficiently and quickly.

Remember that all successful people plan their lives.

Remember a few important axioms of time management:

1. Record goals in writing.If your goal is not indicated on paper (or in an electronic diary), then it does not exist.
2. Plan your day.A pre-compiled list of tasks and actions increases the productivity of any type of activity by 25%.
3. Break up big tasks.Time-consuming tasks should always be divided into several small subtasks - do not grab onto a large-scale project without thinking through the sequence of actions in advance.

It is necessary that planning becomes second nature: make it a rule to make a plan of action for tomorrow before going to bed. In the morning at work, you will already know exactly where to start, how to continue and how to finish.

Always leave a certain amount of time for "force majeure" - unforeseen circumstances.

Remember that the few minutes that you spend on drawing up a plan will more than pay off in the future: you will appreciate the results of competent planning in the first week of implementation.

Formulate the desired result into specific goals and objectives

Strategic and effective planning is impossible without competent goal setting. In simpler terms, you should be able to clearly articulate the main goal and be able to break it down into more specific and local tasks.

According to this principle, the goal should be:

* specific
* measurable
* achievablefor a certain period
* relevantor true - it is necessary to understand in advance whether this task will really help in achieving the goal
* limited in time

Fix your action plan

Tasks of the same type can be grouped into one item, and more voluminous cases should be divided into several sequential tasks.

Visual planning not only saves you time, but also allows other employees involved in the project to quickly understand the situation and get involved in the work from the right stage.

Prioritize

Timely and clearly define the main goal - it is necessary and correct. But the main task is to move towards the achievement of this goal, consistently fulfilling the current tasks of varying degrees of difficulty.

Another tool for effective prioritization is called the Eisenhower Matrix. Political and military leader, US President Dwyat Eisenhower was a practical and very successful man.

He came up with the idea of ​​dividing all current affairs into 4 categories:

* urgent and important;
* important but not urgent;
* urgent but not very important;
* unimportant and non-urgent.

Focus on the essentials

The ability to focus on the main thing without being distracted by extraneous things is the most important practical skill, having mastered it, you will solve the highest priority tasks of productive time management.

Analyze your experience and create your own time management rules

Periodically, it is worth looking back and drawing pragmatic conclusions from your time management experience. Study your mistakes and be sure to take action to correct them.

Be sure to analyze situations in which you lost personal resources most intensively.

Plan your vacation

In pursuit of success and personal performance, never neglect rest, moreover, plan your rest! For time management, proper rest is the most important element of success.

**1.3. Compose and conduct a complex of callanetics.**

Warm up

A set of callanetics exercises begins with a warm-up. This is a very important stage of training, since it is the warm-up that will help prepare the muscles for the main exercises, tone them, “warm up” and activate blood circulation.

Exercise 1.This exercise will help relieve tension in the gluteal muscles. Sitting on a chair with armrests. Rise up, leaning on the armrests, while keeping your back straight and lifting your chin higher. Do the exercise 40 times.

Exercise 2.Stand up straight, spread your legs shoulder-width apart. Raise your straight arms up. Pull in your stomach, feel how you have become a little taller due to this. Bend your knees, half-crouching, and stretch your straight arms forward, as if reaching for something. Lean forward and stay in this position for about a minute. Remaining in this position, pull your straight arms back and stretch your chin and neck. Stretch your arms out in front of you again and pull them back again. Repeat the exercise 5 times.

Exercise 3This callanetics exercise will help warm up the muscles of the shoulder girdle. Stand straight, put your feet shoulder-width apart. Spread straight arms to the sides at shoulder level, turn them palms up. Take your straight arms back, trying to connect the shoulder blades. Slowly move your shoulders, try to touch your fingers behind your back. Repeat the exercise 100 times.

Exercise 4This exercise will tone your waist muscles. Stand straight, put your feet shoulder-width apart. Place your right hand on the outside of your left leg (feel for the protruding pelvic bone - put your hand on it), and stretch your straight left arm up. Stretch the left side of the body with the arm raised as high as possible. Pick up the buttocks, push the pelvis slightly forward. Hold this position for a minute. Make an inclination to the right side. Repeat this exercise 10 times on each side.

Exercise 5This exercise in the warm-up of the callanetics complex will help warm up the muscles of the legs and back. Perhaps at first you will do this with bent knees, later, when performing this exercise, the legs will be straight. Lean forward, touch the palms (just palms, not just fingers) with the floor. Hold this position for a minute and wrap your arms around your legs from the inside, as low as possible. Lower your shoulders, direct your head to your knees. Gently move the body towards the legs. After the body moves a few centimeters towards the legs, grab the calves of the left leg above the ankle with both hands. Stretch the muscles in your back and thighs, counting to twenty. Relax and place your palms on the floor with your back arched. Repeat the same on the right leg.

Exercise 6This exercise in the complex of callanetics exercises is designed for the muscles of the neck. Stand straight, put your feet shoulder-width apart. Pull in the stomach, tighten the gluteal muscles, move the pelvis forward, lower the head, touching the hollow between the collarbones with the chin. Slowly turn your head to the left, tilting your chin up. Count to five and return to the starting position. Repeat this exercise on the right side. Do the exercise 5 times in each direction.

Callanetics exercises for abdominal muscles

Exercise 1.Lying on the floor, stretch your arms along the body, bend your knees and slightly spread them. Push your back into the floor as far as possible. Raise your hands, grab them on the inside of the thighs. Slowly raise your head, lifting your shoulders off the floor - only they should rise, the rest of the body, starting from the shoulder blades, should continue to be in contact with the floor. Also slowly take your head and shoulders back, holding them at a level of 10-15 cm from the floor. The head should be directed upwards. Repeat the exercise 3 times. Take a rest.

Exercise 2.Lie on the floor, stretch your arms along the body, bend your knees and slightly spread them. Raise both legs above the floor at a height of 10-15 cm. Raise your head and shoulders, while simultaneously raising your left leg perpendicular to the floor and lowering your right leg to the floor. Thus, the legs form a right angle. Hands at this time should be extended straight in front of you, as if you are reaching for something. Part of the back from the shoulder blades and buttocks at the same time continue to come into contact with the floor. Repeat the exercise 10-15 times.

Exercise 3Lying on the floor, stretch your straight arms along the body, bend your knees and slightly spread them. Raise your straight legs up so that they form a right angle with the floor. Grasp your legs with your hands and pull your head and shoulders to your knees, raising them. Release your legs and stretch your arms straight, as if trying to reach something with them. At the same time, slowly swing your upper body to the sides. Repeat the exercise 100 times.

Callanetics exercises for legs

Exercise 1.You will need a chair for this exercise. Stand near the back of a chair and lean on it with the palms of your hands shoulder-width apart. With your heels together, rise on your toes as high as possible, while bending and slightly twisting your knees. Keep your back straight, relax your shoulders. Raise your head up. Tighten your gluteal muscles and tilt your pelvis forward. Hold this position for a minute and return the pelvis to its original position. Lower yourself 3 cm while continuing to keep your knees bent and your heels together. Stay like this, balancing, for another minute. From this position, repeat the raising-lowering 3 cm 2 more times. Thus, each exercise includes 3 raises-lowers by 3 cm. Perform the exercise 10 times.

Exercise 2.This exercise in the complex of callanetics exercises is similar to the previous one. It differs in the degree of muscle tension - this time you need to go down by 6 cm. At the same time, you should continue to keep your back straight, your heels together, and your legs bent at the knees. Do the exercise 10 times.

Exercise 3You will need a chair. Stand so that the straight left leg raised parallel to the floor rests on the back of the chair. Raise your arms up and stretch your body, as if trying to get as high as possible. Make an inclination of the torso to the foot, leaning on the chair. Relax, put your head and hands on your leg in any place convenient for you. Slowly move the body in the direction of the knee back and forth. Make about 50 such movements, repeat the same, standing on your left foot.

Callanetics exercises for the buttocks and thighs

Exercise 1.Take a chair, put it back to you, sitting in front of a chair on your left buttock. At the same time, bend the left leg at the knee, pressing the foot to the floor, and stretch the right leg to the right and back and also bend at the knee. The right foot is relaxed. Hold a chair with your left hand, and put your right hand on your thigh and push it forward, resting your right knee on the floor. Lift your right foot off the floor while keeping your back straight and keeping your buttocks and pelvis pointing forward. Try to raise your right knee 5-6 cm off the floor and move your leg 2-3 cm back. Smoothly return 2-3 cm forward. Repeat 20 times for each side.

Exercise 2.Take a chair, put it back to you, sitting in front of a chair on your left buttock. At the same time, bend the left leg at the knee, pressing the foot to the floor, and stretch the right leg to the right without tension. Turn your legs so that your toes rest on the floor. Raise your right leg 5-7 cm from the floor and stay in this position for a minute. Repeat the exercise 20 times on each side.

Exercise 3Take a chair, put it with its back to you, kneel down in front of the back of the chair, holding it with your hands. Keep your shoulders straight, tilt your torso back, tighten your back and push your pelvis forward. Lean forward, arching your back and stretching your spine. Without lifting your feet from the floor, gently lift your right knee up and tilt it to the side. Count to five and lift your right foot 3-4 cm off the floor. Move your knee 2-3 cm back and return to the starting position. Repeat the exercise 50 times on each side.

Exercise 4Starting position - as in the previous exercise. Stretch your straight right leg to the side, turn your knee and foot towards the floor. Tighten the muscles of the buttocks, push the pelvis forward and lift the right leg to a height of 6-8 cm from the floor. Hold this position for a minute, lower your leg. Repeat the exercise 50 times on each side.

The final set of callanetics exercises for stretching muscles

Exercise 1.Sitting on the floor, tighten the muscles of the whole body. Place your hands on the floor behind your back. Spread your straightened legs forward as wide as possible. Lower your torso to the floor, trying to "squeeze" your whole body into it.

Exercise 2.Sitting on the floor, tighten the muscles of the whole body. Place your hands on the floor behind your back. Turn the body to the left, put your hands on your leg as low as possible below the knee. Bend over to the knee, stay in this position for half a minute and move forward more strongly. Return to starting position. Repeat the exercise 50 times on each side.

Exercise 3Sitting on the floor, close your legs straight in front of you. Tilt your torso forward until it stops, put your hands on your legs and continue to reach forward. Having reached the maximum possible point, linger in this position for half a minute and try to stretch forward a little more. Return to starting position. Repeat the exercise 50 times. Ideally, when performing this callanetics exercise, you should touch your head to your knees.

Exercise 4Lying on the floor, lift your chin up. Raise your left leg up and wrap your arms around it from behind. Hold this position for half a minute and gently pull your leg to your chest. Perform the exercise 50 times with each leg.

Exercise 5Lying on the floor, arms bent at the elbows behind the head. Bend your left leg and bring it over your right, bringing your left knee to your right elbow. The elbows should be in contact with the floor. Perform the exercise 50 times with each leg.

Callanetics exercises for the pelvis

Exercise 1.Get down on your knees, stretch your hands intertwined together, stretch up. Raise yourself 15-20 cm and stretch up again. Staying in this position, move your hips as far to the left as possible. Keep your head and shoulders high. Smoothly describe the circle with the pelvis. Stretch your hips as far to the right as possible. Repeat the exercise left and right 5 times, without touching the heels with the buttocks.

Exercise 2.Kneeling, connect the feet, raise the interlaced hands above the head. Stretch up, making every effort to do so. Slowly lower yourself down, bringing your buttocks to your heels. Without touching your heels, tighten your gluteal muscles and stay in this position for a minute. Repeat the exercise 10 times.

Exercise 3Kneeling, connect the feet, raise the interlaced hands above the head. Tighten the muscles of the abdomen and buttocks. Tilt your body back, linger in this position for 10-15 seconds. Repeat the exercise 10 times.

Callanetics exercises for legs

Exercise 1.On your knees, join your legs and feet together. Lean back, resting your palms on the floor behind your back. Tighten the muscles of the abdomen and buttocks. Push your pelvis forward and up. Hold this position for 10-15 seconds. Repeat the exercise 10 times.

Exercise 2.Sitting facing the back of the chair (position the chair at a distance of outstretched legs). Spread your legs, placing your feet on the back legs of the chair. Pull your socks off, rest your hands on the floor. Tilt your torso slightly forward, without straining. Squeeze your feet and legs, straining your thigh muscles with all your strength, as if trying to break a chair with your legs. While in this position, count to one hundred. Repeat the same exercise with your hands in front of you, between your thighs.

**1.4. Compose and conduct an aerobics complex**

Let's start with a warm-up, it consists of 5 cardio techniques:

No. 1. Jumping "Feet together - legs apart"

No. 2. Jumping "Scissors"

No. 3. Jumping with high knees

No. 4. Overlapping jumps

No. 5. Jumping with lifting legs and touching feet with hands

Use these exercises as a warm up for your muscles. Repeat each technique 10-15 times with minimal rest. Now the muscle tissues are ready for the main aerobic work.

The main set of aerobic exercises

No. 1. Jumping with a touch of the step with a toe(work within a minute)

For this technique, you will need a step platform (you can replace it with any stable stand). The essence is jumping with an alternating change of legs and touching the step with a toe. Work at a fast pace.

No. 2. Jumping diagonally(15 times for each leg)

No. 3. Alternating side lunges

An effective technique for working out the inner thighs. Do 15 reps for each leg.

No. 4. Reverse lunges with a punch

The deeper you go into the squat, the more effectively you will work out the lower body (buttocks and hamstrings in particular). Perform 15 times for each leg.

No. 5. Jump lunges

It is important to land correctly so as not to lose balance and not disturb the technique of performing an aerobic exercise. The front foot should be completely on the floor with a slight emphasis on the heel, the second - on the toe. Do 15 reps.

No. 6. Jump Squats

An effective fat burning exercise for the lower body. Do 20 times.

No. 7. Squats "Mill"

In this exercise, the legs are loaded in a static position. Hand work forces the upper body to work and develops coordination. Perform 20 times for each side.

No. 8. Squat "Sumo" with arm strikes to the side(20 times)

The technique of the aerobics complex perfectly works out the upper part of the body, as well as the buttocks and the inner surface of the thigh. Work in dynamics - sank into a squat, made blows to the sides, returned to the starting position.

No. 9. We keep the balance

The technique helps to develop balance and coordination of movements. The position of the foot of the upper leg allows you to stretch the back of the thigh as much as possible. Repeat for each side 10 times.

No. 10. Exercise "Frog"(10 times)

No. 11. Plank with a jump

Involves the maximum number of muscle groups in the work. Do 20 reps.

No. 12. plank(alternating handstand and forearm stand, 10 times)

No. 13. Plank with alternating arm and knee raises(12 times)

No. 14. Push-ups from the knees "on the sides"(12 times for each side)

No. 15. Side crunches(8 times for each side).

No. 16. V-press(15 reps)

The lower and upper parts of the rectus abdominis receive an even load.

No. 17. Press "Scissors"(10 times for each side)

No. 18. Reverse plank(15 reps)

No. 19. Burpee(6 times)

Aerobics is completed by an effective fat-burning exercise borrowed from CrossFit. The maximum number of muscles is involved in the work.

**1.5. Conduct a set of breathing exercises (according to Strelnikova):**

**The basic gymnastics complex consists of 13 exercises**

**- "Palms" This exercise is a warm-up. It is performed according to the following algorithm: while standing, you need to bend your elbows and turn your palms away from you. When inhaling, the palms need to be squeezed tightly, while exhaling, relax. You only need to work with your fingers.**

**- "Pohonchiki" You need to stand up straight, straighten your arms parallel to the body. Then bend your elbows so that your fists are pressed to your stomach. Tighten your arms and shoulders, while inhaling, put your hands down sharply, unclench your fists, spread your fingers. As you exhale, return your hands to your stomach.**

**- "Pump" To perform this exercise, you need to stand up straight, straighten your arms parallel to the body. Then, lowering your head and rounding your back, slowly bend to the floor at an angle of no more than 90 degrees. At the end point of the slope, you need to take a quick breath of air and return to the starting position without fully straightening.**

**- "Cat" To perform the "Cat" exercise, you need to stand up straight, straighten your back, spread your legs, not reaching shoulder width, press your arms to your sides and bend at the elbows. At the same time, the hands should be lowered and kept at chest level. Inhaling, sit down slightly, turn sideways and, as it were, grab the air with your hands. Exhale as you return to the starting position. It is necessary to alternate turns to the right and to the left.**

**- "Ears" This exercise can be performed both standing and sitting. When inhaling, it is necessary to tilt the head to the right or left, as if reaching out with the ear of the shoulder. Exhale as you return to the starting position. You only need to use the neck.**

**- “Hug your shoulders” During this exercise, you need to stand up straight, straighten your back, bend your arms at the elbows and raise them above your chest, as if you were sitting at a desk. While inhaling, you need to grab your left shoulder with your right hand, and your right shoulder with your left hand. This must be done so that the elbows converge at one point. This exercise does not need to be performed immediately for people with heart disease. You can start it after mastering other techniques.**

**- "Big Pendulum" This exercise is an alternation of the "Pump" and "Hug your shoulders" exercises. On one exhale, you need to hug yourself by the shoulders, on the other, lean forward. You can perform the "Big Pendulum" both standing and sitting. "Turns of the head" The exercise is performed while standing, while the back is even and motionless. With an energetic breath, you need to turn your head to the right and left, exhaling between turns.**

**- "Pendulum head" This exercise is performed in the same way as the "Ears", only in this case, the head needs to be tilted back and forth. "Rolls" with the right foot forward You need to stand up straight, put your right foot forward a little. On inspiration, the entire weight must be loaded on the right leg, which should squat at the same time.**

**- "Rolls" with the left foot forward Performed in the same way as the previous exercise, with a change of foot.**

**- "Forward Step" This exercise is like stepping in place. When inhaling, one leg, bent at the knee, rises to the stomach, and the other crouches. On the next breath, the legs change.**

**- "Back step" It is performed in the same way as the previous exercise, while the legs are pressed against the buttocks.**

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

- Rubbing.The shift of the upper layers of muscle tissue. Depending on the depth of the muscle being affected, an appropriate level of force is applied. Rubbing, like most movements during massage, 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, transverse.

- Stretching.One of the main tricks. Consists of continuous grasping, lifting, squeezing and displacement of the skin. If it is possible to capture the muscle on the massaged area, separate it from the bone and immediately return it to its place. The intensity of the warm-up: a smooth start, a gradual increase in exposure, a sharp transition to another part of the body.

- Shaking.Helps to relax large muscles. Small rhythmic movements are created with fingers or brushes, without taking the hand away from the body, but changing the intensity of pressure. Rapid oscillatory movements to the sides, across the muscle, will speed up the process of relaxation. The technique is acceptable only on the limbs.

- Movement.Used in a rehabilitation session. The process consists in 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. With regular use, it relieves muscle spasms and increases joint mobility.

- Tapping.Light, rhythmic strikes with different parts of the palm, starting with the fingertips, ending with a rib 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.

1. **module**

**2.1. List and characterize the stages of development of adaptive physical culture**

1 period - the end of the XIX century. - 1932 - the time of origin, characterized by the emergence of the first types of organized physical exercises for the disabled, the emergence of the first sports organizations in Russia and sections for the disabled (mainly by hearing and vision).

2nd period - 1932–1980 - the time of accumulation of experience, characterized by the subsequent development of sports for the deaf, the active development (since 1945) of the theory and methodology of therapeutic physical culture, the organization of therapeutic physical education classes, using sports elements for people with lesions of the musculoskeletal system.

3rd period - 1980–1992 characterized by the formation of adaptive sports in our country, which began in 1980 with the creation of the USSR's first Federation of Sports for the Disabled at the City Sports Committee of Leningrad. This time is characterized by the organization (from 1987 to 1989) of the federations of physical culture and sports of the disabled in the Union republics and the Federation of Sports of the Disabled under the USSR State Sports Committee (1988), an increase in adaptive sports, an increase in the number of nosological groups and people with disabilities participating in the adaptive sports movement, the organization of regular republican and all-Union competitions in the types of adaptive sports, the participation in 1992 of our disabled athletes with lesions of the musculoskeletal system in the Paralympic Games in Spain.

4th period - 1992–1996 became a recession. At this time, the mass character of Russian adaptive sports decreased significantly due to a sharp decrease in the amount of state funding.

The participation of groups of disabled people in competitions was realized mainly with the help of “commanding organizations” or “on loan”.

5th period - 1996–2000 the restoration of adaptive sports in Russia began. This period is characterized by the reorganization of the physical culture and sports movement, adaptive physical culture is being formed as a science, practice and direction for the training of pedagogical personnel, an organizational structure of adaptive sports and physical culture and sports organizations for people with disabilities is being created, including the creation of the Paralympic Committee in 1996. Russia. During this period, Russian athletes with disabilities take an active part in international competitions, in 1999 the first in our history concept of the state policy of the Russian Federation in the field of rehabilitation and social adaptation of disabled people with the help of physical culture and sports was approved.

The 6th period - from 2000 to the present is characterized by the development of adaptive sports in our country, an increase in the number of those involved in adaptive sports, the strengthening of the material and technical base and the development of human resources, significant achievements of Russian athletes with disabilities in international competitions, a serious development of the theory and methodology of adaptive physical culture, research on some issues of organization and management of adaptive sports.

**2.2. List and characterize the types of adaptive motor recreation:**

- aquatic view ADR

- game view ADR

- ADR types based on human interaction with animals

- extreme types of ADR

- dance type ADR

**2.3. Simulators used in adaptive physical culture**

There are various classifications of simulators:

- according to its intended purpose (for physical, technical, tactical training, for restoration of working capacity, control, etc.);

- by structure (mechanical, electrical, with feedback, with urgent information, etc.);

- according to the principle of action (light and sound engineering, electromechanical, digital modeling, cybernetic, etc.);

- according to the form of training (individual, group and in-line use); according to the logic of work (with a linear or branched program, with an alternative choice of a motor action or with a free design of a response program, etc.).

Simulators for the disabled can be divided into two types: simulators that increase endurance (cardio simulators) and simulators that develop strength (power simulators).

Cardio machines are designed to warm up before the main workout, for longer sessions in order to strengthen the cardiovascular system and burn fat.

Power sports simulators are designed to increase muscle mass, improve muscle relief, increase maximum strength.

The first type of simulators - cardio simulators - include:

- Treadmills,

- exercise bikes,

- staplers,

- elliptical trainers;

- rowing machines.

Power simulators are represented by benches, simulators, where the weight of a person is used as a load, and complexes with free and built-in weights. Of course, such a division is not absolute: classes on any type of simulators develop both strength and endurance, but to varying degrees.

Cardio equipment

Cardio equipment is primarily designed to strengthen the cardiovascular and respiratory systems of the body.

Exercise bikes

The most popular type of trainers. They perfectly develop endurance, strengthen the cardiovascular system, and at the same time train the muscles of the legs and back. On-board computer can monitor distance, speed and heart rate

Among exercise bikes, two main groups can be distinguished - mechanical and magnetic. Depending on the method of load regulation, mechanical ones are divided into belt (the load depends on the tension of the belt and its friction on the flywheel) and shoe (their action is based on the resistance of the brake pads pressed against the flywheel). Each system has its own advantages:

belt exercise bikes are cheaper and more compact; The simplest are belt-loaded bicycles. They have a minimum set of functions sufficient for a full-fledged workout: an on-board computer, sensors for measuring heart rate, etc.

magnetic - silent and have a more uniform course.

For models with a magnetic system, the load is varied by changing the distance between the permanent magnets and the flywheel. The price mainly depends on the electronics and the mass of the flywheel (the more massive it is, the smoother the pedaling will be). More advanced exercise bikes have built-in workout programs. Programs designed by sports experts offer a ready-made workout format designed for any level of fitness and any goal - whether it's fat burning or training the cardiovascular system. There can be up to 12 such programs in one simulator.

Exercise bikes with pulse-dependent programs automatically adjust the load depending on the value of the pulse. The next class of simulators is characterized by interactivity of the highest level. Such exercise bikes can offer almost everything: from participation in a computer game to practical advice from a “professional trainer”. All machines of this level have the Cool Dawn function (at the end of the workout, the computer slows down the pace so that the athlete’s heart rate returns to normal levels) and the Quick Start system (allows you to quickly start training in manual control mode by pressing one key).

In order to select the most suitable model of an exercise bike as accurately as possible, you should pay attention to the parameters and characteristics of some systems.

The magnetic braking system is a permanent magnet that mechanically approaches the flywheel. Powered by an electric motor, it allows you to use programs with constant heart rate and constant effort, and also ensures noiselessness and durability of the exercise bike.

The electromagnetic braking system is the most modern, it does not have mechanical elements in the control system, therefore it requires a mandatory connection to the network. Smooth running is achieved by increasing the mass of the flywheel, the use of high-quality bearings both in the flywheel and in the pedal system. The drive system from the pedals to the flywheel can be chain, belt and combined with an intermediate shaft. This is the most important part of the exercise bike.

Treadmills

Today it is the most popular type of simulators. Treadmills are considered one of the most effective fat burning methods. This is largely due to physiological reasons: while running, a person transfers the mass of his own body in space, which speeds up metabolic processes as much as possible, burning extra calories and strengthening the body.

There are two types of treadmills:

mechanical and electrical.

Mechanical tracks do not require connection to the network, since the running belt is set in motion by the athlete himself. However, if the runner gets tired, the effectiveness of the training will drop sharply, because he will turn the belt much more slowly.

On electric treadmills, classes will be more fruitful. The load is regulated in two ways: by changing the angle of inclination of the running belt and the speed of its movement. This can be done manually or with a heart rate program. Almost all modern models are now equipped with such programs.

The level of the treadmill depends on the engine power, the size of the running belt (which determines not only comfort but also the power of the treadmill), and the maximum user weight that the treadmill can support. When choosing a treadmill, it is important to pay attention to the presence of depreciation. The cushioning system reduces shock loads that are harmful to the spine and joints.

Tracks of a higher class have already built-in workout programs. The next class of treadmills, among other things, is equipped with pulse-dependent programs that automatically adjust the load depending on the heart rate.

Stiplers

They successfully perform not only the functions common to all cardio machines, but also most actively train and strengthen the muscles of the legs and pelvis. There are two types of staplers: with adjustable and unregulated load. The latter - mini staplers - consist of one pedal and a step and time counter.

More expensive staplers have a computer that regulates the load, measures the pulse, sets the frequency of steps and their rhythm. Such machines have handrails or levers for hands that load the upper shoulder girdle.

Elliptical Trainers

This is one of the newest types of sports equipment. In terms of efficiency, elliptical trainers can be compared to treadmills. Cross training (walking in an elliptical path) combines training and strengthening of the cardiovascular and respiratory systems, as well as elements of strength training for the upper body. It is believed that such an "elliptical step" purposefully involves various problem areas and especially the muscles of the legs, buttocks and thighs. At the same time, classes on elliptical trainers are absolutely harmless to the joints. The design allows you to simultaneously engage in strengthening the muscles of the chest of the arms and back.

Rowing machines

The most versatile type of trainer. It is effective for the development of both endurance and strength. Practically all the muscles of the body (legs, arms, buttocks, abs, back and chest) work at the lessons of the "rower". The load can be regulated in several ways: mechanical (you can change the length of the “oars” or turn the blades) and magnetic (the resistance of the magnetic system changes). The minimum simulator is equipped with a simple computer that shows the training time, distance traveled and calorie consumption. Higher-level simulators have a special design that allows them to be used as multifunctional power complexes. On them, you can perform many exercises to strengthen the muscles of the legs, arms, back, chest, abs of a person.

**2.4 Goalball Rules (for visually impaired persons).**

The game is played by two teams of three players. Each team may have a maximum of three substitutes. The game takes place in a sports hall, on the floor of which markings are made in the form of a rectangular area (18mx9m), divided into two halves by a central line. There are gates at both ends of the site. The game is played with a sounded ball (there is a bell inside). The object of the game is to roll the ball over the defending team's goal line while it tries to interfere. Gates (length 9 meters) are located at the edges of the site. The rules of the game are controlled by the International Federation for the Sports of the Blind.

**2.5. Rules of the game of volleyball (sitting)**

Basically, the rules of the game correspond to the rules of classic volleyball. But there are not big differences: the size of the court in sitting volleyball is 10 by 6 meters, divided by a net (the cord area of ​​​​one of the teams is 5 by 6 meters). Net dimensions are 7 meters by 80 cm. Net height for men is 115 cm from the floor, for women 105 cm from the floor. Mainthe grid area is determined by antennas and restrictive bands. The length of the outs is 6 meters from the end line and 3 meters from the sides of the side lines. The back line of attack is 2 meters from the center line. In the rules of the game, there are 2 main differences from classic volleyball: 1. the front line players of the receiving side have the right to block the serve, 2. at the moment the ball touches (especially on the front line), the player does not have the right to tear off the fulcrum, i. buttocks off the floor. Otherwise: the score, substitutions, transitions, breaks, the libero player, etc., everything corresponds to the rules of classic volleyball.

**2.6. Demonstrate the knitting of tourist knots.**

A “straight” knot can be knitted in two ways.

1. A loop is made with one rope (a), and the necessary turns are made with the second rope to get the knot, as in the figure (b). The running ends should be 15-20 cm long so that control knots can be tied (e). If one running end is on top and the other is on the bottom, or vice versa, then the knot is tied incorrectly. The running ends should come out either only from above, or only from below.

2. Two ropes are superimposed on each other and two simple knots are tied in different directions (c, d). If the knots are tied in one direction, then a "woman's knot" (e) is obtained. Next, control knots (d) are tied at the ends.

[](http://denisanikin.ru/wp-content/uploads/2009/02/image002.jpg)

"Weaving" knot

Two ropes of the same diameter are taken, superimposed on each other, then the control knot is knitted first on one side (a), then on the other (6). Next, the knots are pulled together and control knots (c) are tied at the ends.

[](http://denisanikin.ru/wp-content/uploads/2009/02/image004.jpg)

"Counter" node

We take two ropes of the same diameter, at the end of one we knit a simple knot (Fig. 56, a), then with the second rope towards the running end of the first rope we completely repeat the knot so that it turns out to be double and the running ends go out in different directions (Fig. 56, b). After that, the knot is tightened, the control knots usually do not fit (Fig. 56, c).

[](http://denisanikin.ru/wp-content/uploads/2009/02/image006.jpg)

Knot "grapevine"

Two ropes of the same diameter are superimposed on each other, a double control knot is tied, as it were, on one side (a), then the same on the other (b). The knots are pulled together (c). Control knots do not fit. The correct drawing of the node is shown in Figure (d).

[](http://denisanikin.ru/wp-content/uploads/2009/02/image008.jpg)

"Bramshkotovy" knot

We take two ropes of different diameters, make a loop from a thicker rope, and wrap it with a thin running end as shown in the figure (a, b). Then the knot is tightened, straightened, and control knots (c) are knitted at both ends.

[](http://denisanikin.ru/wp-content/uploads/2009/02/image010.jpg)

"Academic" node

We take two ropes of different diameters, make a loop thicker, and wrap the loop with the running end of a thin rope as shown in the figure (a, b). The knot is tightened, straightened, control knots (c) are knitted at both ends.

[](http://denisanikin.ru/wp-content/uploads/2009/02/image012.jpg)

Node “simple conductor”

It is knitted with one rope, which is folded in half and a simple knot is tied at the end of it (a, b) to make a loop. A control knot is tied below (c).

[](http://denisanikin.ru/wp-content/uploads/2009/02/image014.jpg)

Knot "eight"

Knitted with one rope. It is folded in half and a knot is tied at the end, resembling the number eight (a, b). The knot straightens, tightens. The control knot does not fit (c).

[](http://denisanikin.ru/wp-content/uploads/2009/02/image016.jpg)

Knot “middle Austrian conductor”

The knot is knitted on one rope. The rope is taken by the middle, then, by turning 360 °, a figure eight (a) is formed from it, the top of which goes down and is pulled through, as shown by the arrow in figure (b), so that the loop comes out. In order to get the correct knot (c), you need to stretch the ends of the rope in different directions. The control knot does not fit.

[](http://denisanikin.ru/wp-content/uploads/2009/02/image018.jpg)

Knot "double conductor", or "hare ears"

Knitted on one rope. The rope is folded in half, a “dummy” is knitted on it (a), tightened (c) and tied so that it is untied if you pull it by the loop. In the case when the "dummy" is tied the other way around, the "double conductor" knot will not work. Then the lower loop is passed, as shown by the arrow in figure (b), so that two upper loops pass through it, and is pulled together by the upper loops to the knot (c).

A correctly tied knot is shown in figure (d). It is necessary to ensure that when tying the knot there is no overlap of the ropes. "Double Conductor" has no control nodes.

[](http://denisanikin.ru/wp-content/uploads/2009/02/image020.jpg)

Node "noose"

The knot is knitted with one rope around the support. The support refers first to the running end, which serves to attach the rope, and then to its working end, which is directly used by the tourist (a). Next, the running end of the rope makes several turns around the working end (at least three and the control knot (b) is tied. Then the knot is tightened.

[](http://denisanikin.ru/wp-content/uploads/2009/02/image022.jpg)

Stirrup Knot

The knot is tied with one end of the rope around the support. The running end of the rope is wrapped around the support, then knitted as shown in figure (a). After that, the knot is tightened and fixed with a control knot (b). If a stirrup knot is used when attaching to a support, it is tightened as tight as possible and the control knot is knitted as close to the support as possible.

[](http://denisanikin.ru/wp-content/uploads/2009/02/image024.jpg)

The stirrup knot can be used as a fulcrum for the leg when lifting from cracks. It is more convenient than the "guide" and "eight", because it is easier to untie and it can be tied even with one hand (a, b).

[](http://denisanikin.ru/wp-content/uploads/2009/02/image026.jpg)

Bowline knot

Knitted with one end of the rope around the support. Having retreated the required distance from the edge of the rope, make a loop by turning the rope 180 ° clockwise, then the support is surrounded by the running end (shown as a cross in the figure) and the end is threaded into the loop formed (a). The next step: the running end is surrounded by a working rope and threaded into the loop from the back (b). The knot is tightened and a control knot (c) is tied.

[](http://denisanikin.ru/wp-content/uploads/2009/02/image028.jpg)

"Bowline" can be tied in another way, with the help of a "pacifier". To do this, instead of a loop, a “dummy” is tied so that it is untied when jerking at the working end, and not at the running one. The support is surrounded by the running end (a). Then it is carried into the “dummy” loop, and when the working end is pulled, the “dummy” loop, together with the running end, passes through the knot (b). On the resulting bowline knot, it remains only to tie the control knot (c).

[](http://denisanikin.ru/wp-content/uploads/2009/02/image030.jpg)

"Grab" knot

The knot is tied with a cord (6 mm) on the main rope (diameter 10-12 mm). The cord is folded in half, the rope is wrapped around it (a, b). Then the operation is repeated (c, d). After that, the knot is tightened, straightened and a control knot (e) is tied. The control knot is not needed if the cord is previously tied into a loop with an “oncoming” or “grapevine” knot.

[](http://denisanikin.ru/wp-content/uploads/2009/02/image032.jpg)

Sometimes a "grasping" knot is tied at one end of the cord. The rope is wrapped with one end of the cord twice in one direction, then in the other (a, b, c). Then the knot is tightened, straightened and necessarily fixed with a control knot (d).

[](http://denisanikin.ru/wp-content/uploads/2009/02/image034.jpg)

Additional nodes

Node “dummy”

This knot can be used when tying bowline and double conductor knots, as well as an independent knot (for example, when tightening the top of a backpack). It is quickly and easily untied by pulling the ends in different directions.

Knitting method. The rope is taken by the middle and a simple knot (a) is tied, but instead of tightening the ends, a tightening loop is made (6).

[](http://denisanikin.ru/wp-content/uploads/2009/02/image036.jpg)

"Marking" node

This knot is used to tie the rope after it is coiled.

[](http://denisanikin.ru/wp-content/uploads/2009/02/image038.jpg)

"Bachman Knot"

The knot is a kind of "grasping" and can be used for the same purposes. For the carabiner, the knot can be led up and down, and with a sharp jerk, the knot is tightened. It is easily untied after unloading.

The cord is snapped into the carabiner (a), with the carabiner open, 3-4 turns are made (b), then the carabiner sleeve is twisted, the knot is straightened and tightened (c).

"Carbine choke"

The knot is used to tie a rope to a support. It is used when the rope needs to be pulled off after a descent, for example.

A figure eight is tied at the end of the rope, a carabiner (a) is snapped into it, then the rope is wrapped around the support and the carabiner is snapped into the working (load) end of the rope. The clutch of the carabiner is twisted, and the knot is tightened (b).

[](http://denisanikin.ru/wp-content/uploads/2009/02/image039.gif)

1. **module**

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

Arrangement of figures:

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

* Lines number 2 and 7 are pawns;
* The corners of the board are rooks;
* Next to the rooks are horses;
* Next to the horses are elephants;
* In the middle - a queen (should stand on a cell 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 which pieces is made by lot). So, first the white pieces move, then the black ones, then again the white ones, then the black ones, and so on.

Rules of Chess: Piece Moves

The most significant and significant chess piece is the king. Possible moves of the piece: diagonally, horizontally, vertically to the adjacent field. The king does not have the right to make moves to an adjacent field if it is attacked by one of the opponent's pieces, or if another piece of the same color as the king is on this field.

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

The rook has the right to make moves in the vertical and horizontal direction, if there are no other pieces on its way. The conditional value of a rook is 5 pawns.

The bishop can move diagonally to any square, as long as there are no other pieces there. There are black-sexed and white-skinned elephants (the first ones walk through the black fields, the second - white ones).

Knight - conditional value - 3 pawns. Possible year - in the form of the letter "G". This means that at the beginning of the turn, it can move two spaces in the vertical direction, after which it can move one space in the horizontal direction. It is also possible for the knight to move - one square in the vertical direction and two - in the lateral horizontal direction. The knight piece has the right to "jump" over other pieces.

**3.2. Backgammon rules:**

A game for two players, on a board of twenty-four narrow triangles called points. The triangles alternate in color and are grouped into four groups of six triangles each. These groups are called - house, yard, house of the enemy, yard of the enemy. The house and the yard are separated from each other by a plank that protrudes above the playing field and is called a bar.

Points are numbered for each player separately, starting from the house of this player. The farthest point is the 24th point, which is also the first point for the opponent. Each player has 15 checkers. The initial arrangement of checkers is as follows: each of the players has two checkers in the twenty-fourth point, five in the thirteenth, three in the eighth and five in the sixth.

**3.3. Characterize the intellectual game of the peoples of the world (Xiangqi Chinese chess)**

This[Chinese](https://ru.wikipedia.org/wiki/%D0%9A%D0%B8%D1%82%D0%B0%D0%B9)board game similar to western[chess](https://ru.wikipedia.org/wiki/%D0%A8%D0%B0%D1%85%D0%BC%D0%B0%D1%82%D1%8B), indian[chaturange](https://ru.wikipedia.org/wiki/%D0%A7%D0%B0%D1%82%D1%83%D1%80%D0%B0%D0%BD%D0%B3%D0%B0), Japanese[shogi](https://ru.wikipedia.org/wiki/%D0%A1%D1%91%D0%B3%D0%B8). Xiangqi is often referred to as Chinese chess. This is one of the most popular board games in the world, as it is also widespread outside of China. Xiangqi were included in[World Mind Games](https://ru.wikipedia.org/wiki/%D0%92%D1%81%D0%B5%D0%BC%D0%B8%D1%80%D0%BD%D1%8B%D0%B5_%D0%B8%D0%BD%D1%82%D0%B5%D0%BB%D0%BB%D0%B5%D0%BA%D1%82%D1%83%D0%B0%D0%BB%D1%8C%D0%BD%D1%8B%D0%B5_%D0%B8%D0%B3%D1%80%D1%8B) [2008](https://ru.wikipedia.org/wiki/%D0%92%D1%81%D0%B5%D0%BC%D0%B8%D1%80%D0%BD%D1%8B%D0%B5_%D0%B8%D0%BD%D1%82%D0%B5%D0%BB%D0%BB%D0%B5%D0%BA%D1%82%D1%83%D0%B0%D0%BB%D1%8C%D0%BD%D1%8B%D0%B5_%D0%B8%D0%B3%D1%80%D1%8B_2008)And[2012](https://ru.wikipedia.org/wiki/%D0%92%D1%81%D0%B5%D0%BC%D0%B8%D1%80%D0%BD%D1%8B%D0%B5_%D0%B8%D0%BD%D1%82%D0%B5%D0%BB%D0%BB%D0%B5%D0%BA%D1%82%D1%83%D0%B0%D0%BB%D1%8C%D0%BD%D1%8B%D0%B5_%D0%B8%D0%B3%D1%80%D1%8B_2012).

How different pieces move in xiangqi:

1. The king can only move 1 point per move, either horizontally or vertically. Also, he must not leave the limits of his palace - a square consisting of 9 points, which is limited by diagonals.
2. The advisor (or defender) can only move 1 point in a diagonal direction per turn. Like a king, he cannot go outside the palace.
3. The bishop (or minister) moves in a diagonal direction by 2 points (no more and no less). According to the rules, he can't cross the river. Each piece, located between the start and end points of the bishop's move, blocks it, as a result of which the bishop cannot make this move.
4. The rook can move to any number of points in the vertical and horizontal direction, provided that there are no other pieces on any point through which this piece passes.
5. The knight moves horizontally exactly 2 points and then 1 vertically, or vice versa - exactly 2 points vertically and then 1 horizontally. In the case when a point adjacent horizontally or vertically to the knight is occupied by another piece, it blocks the knight's moves in this direction and he cannot make them.
6. The cannon can move any number of points in a horizontal or vertical direction, similar to a rook. But in the case of a capture, there must be exactly one non-empty (occupied by another figure, which is a “carriage”) point between the start and end points of its move. In the case of a move without capture, absolutely all the points through which the rook passes must be empty - not occupied by other pieces.
7. The pawn moves only 1 point. A pawn that has not yet crossed the river can only move forward, and a pawn that has “crossed” can also move horizontally.
8. Capture: any piece can enter a point occupied by an opponent's piece - in this case, the first piece "eats" the enemy piece. In this case, the “eaten” piece is removed from the board.
9. King's file: two kings cannot be on the same file if all the points separating them are empty. A move that creates such a situation is prohibited by the rules.
10. King safety: the rules prohibit leaving the king at a point where the opponent can eat it. A move that puts the king under attack is forbidden

Xiangqi uses the following terms:

1. Check: A move that threatens the opponent's king with a capture on the next move.
2. Same-type sacrifice (or exchange): a move to a point from which this piece can capture an opponent's piece of the same kind, so that some opponent's piece can then also capture this piece on the next move.
3. Attack: the move of any piece to a point from which it can capture an opponent's piece (except the king) on ​​the next move. An attack is also such a move of a piece, as a result of which it becomes the “carriage” of its cannon, which in this position threatens the opponent’s piece. There are exceptions here:
   * a threat posed by a king or a pawn is not an attack;
   * the threat posed by a pawn that has not yet crossed a river is not an attack;
   * a threat leading to an exchange is also not an attack.
4. Protected: A piece is protected when there is another piece that can eat any of the pieces that will eat the first piece. The exception to this rule is the rook, which is never protected if it is threatened by a cannon or a knight.
5. **module**

**4.1. Conduct a test and interpret the results (Martinet test)**

The test is repeated three times. Pulse indicators should return to normal 3 times in a row - this is the result that is considered positive.

If the pulse does not return to normal within 7 minutes, there is no point in taking further measurements - the test results are unsatisfactory.

In this case, the patient needs to contact a therapist for a complete examination and prescribing a course of treatment.

[](https://appteka.ru/wp-content/uploads/2018/12/proba-martine-1.jpg)If you understand the principle of measuring this functional test with squats, you can perform it yourself at home.

**4.2. Compose and conduct a complex of morning exercises**

1. Repeat the exercise 10 times: while inhaling, spread your arms to the sides and raise them above your head, while exhaling, throw your arms down;
2. Hands on the sides parallel to the floor, raise the leg bent at the knee and touch the knee with the elbow. 10 times with each leg.
3. Tilt your torso forward and stay in a position parallel to the floor. Spread your arms to the sides. Legs shoulder width apart. With your left hand, reach the toes of your right foot, while throwing your other hand high behind your back, then change position and reach with your right hand to the toes of your left foot. Do 10 sets with each hand.
4. Stretch your arms up, then lower them down, and clasping your hands behind your back, pull your arms back as far as you can. Relax and repeat the exercise again. Run 10 times.
5. Putting your hands on your shoulders, make rotational movements with your elbows. 10 times with each elbow.
6. Lying on your back, raise your legs at a right angle from the floor and slowly lower. Without touching the floor, stay in this position for 2-3 seconds. Run 5 times.
7. Lying on your back, raise your legs and bend them at the knee. Tilt your legs to the right and left, trying to reach your knees to the floor as much as possible. 10 times.
8. From a supine position, take a sitting position, and try to reach your toes with your hands. Perform the exercise 10 times.
9. Bicycle exercise: lie on your back, raise your legs, making rotational movements with your legs, as if pedaling a bicycle. 20 rotations with each leg.

You can finish your workout by running or just walking in place.

**Evaluation materials for each topic of the discipline**

**Module 1**Self-organization and self-development of personality.

**Topic 1** Self-organization as the basis of self-development of the individual.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. The concept of the definition of "personal self-organization".

2. The essence of self-development and its main characteristics.

3. Self-knowledge as the most important element of self-development.

**Module 1**Self-organization and self-development of personality.

**Theme 2**Self-development and self-determination of personality.

**Form of current progress control**oral questioning

**Evaluation materials for ongoing monitoring of progress**questions for oral survey.

1. Consciousness and self-consciousness. The structure of self-consciousness.

2. Self-determination of personality.

3. Forms of self-determination: self-affirmation, self-improvement, self-realization, self-actualization.

**Module 1**Self-organization and self-development of personality.

**Theme 3**Self-development and self-determination of personality.

**Form of current progress control**oral questioning

**Evaluation materials for ongoing monitoring of progress**questions for oral survey.

1. Consciousness and self-consciousness. The structure of self-consciousness.

2. Self-determination of personality.

3. Forms of self-determination: self-affirmation, self-improvement, self-realization, self-actualization.

**Module 1**Self-organization and self-development of personality.

**Theme 4**Technologies of self-development and self-management.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**

Questions for oral survey.

1. The main directions of self-design.
2. Stages of self-development management.

**Module 1**Self-organization and self-development of personality.

**Theme 5**Means of self-development and self-government.

**Form of current progress control**oral questioning

**Evaluation materials for ongoing monitoring of progress**questions for oral survey.

1. Definition of the concepts of self-education and self-education.

2. Goals and objectives of self-education.

3. Ways and means of achievement.

**Module 1**Self-organization and self-development of personality.

**Theme 6**Function and methods of self-development management.

**Form of current progress control**oral questioning

**Evaluation materials for ongoing monitoring of progress**questions for oral survey.

1. Ways of self-development.
2. Types of self-control.
3. Self-control of competence.
4. What is self-control of one's condition?

**Module 1**Self-organization and self-development of personality.

**Theme 7**Attention structuring technology.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey.

1. What is the point:

- principle of attention structuring technology;

- the principle of creating simple circuits;

- the principle of creating an image;

- the principle of materialization of information;

- the principle of filing.

**Module 1**Self-organization and self-development of personality.

**Theme 8** Business game "Qualities of a successful person".

**Form of current progress control**oral questioning

**Evaluation materials for ongoing monitoring of progress**questions for the survey

1. Brief portrait of a successful person. its main qualities.
2. What is stopping you from becoming successful or do you consider yourself successful?
3. What do you think will be useful in the future?
4. What did you encounter for the first time today?
5. In your opinion, is the business game successful?
6. List the words that you associate with the word success.
7. For you, success is...
8. Was there something in the business game that was not easy for you?
9. What was easy?
10. List 10 steps to success.

**Module 1**Self-organization and self-development of personality.

**Theme 9** The competence of self-organization and self-development of the individual in modern society.

**Form of current progress control**oral questioning

**Evaluation materials for ongoing monitoring of progress**questions for oral survey.

1. What is self-organization of personality and self-organized personality?

2. Self-knowledge as a process and barriers in self-knowledge.

3. Consciousness and self-consciousness. The structure of self-consciousness.

4. Forms of self-determination: self-affirmation, self-improvement, self-realization, self-actualization.

**Module 1**Self-organization and self-development of personality.

**Theme 10** Time management in modern society.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey.

1. How did time management begin?

2. The emergence of "time management"

3. What is the Time Manager system

4. Time manager concepts

5. Why is goal setting so important?

**Module 1**Self-organization and self-development of personality.

**Topic 11**Self-organization of students' time.

**Form of current progress control**oral questioning

**Evaluation materials for ongoing monitoring of progress**questions for oral survey:

1. Organization of time.

2. Techniques for effective work with information

3. Principles of competent thinking.

4. Operational self-regulation.

**Module 1**Self-organization and self-development of personality.

**Topic 12** Competitiveness of students

**Form of current progress control**oral questioning

**Evaluation materials for ongoing monitoring of progress**questions for oral survey:

1. Theoretical aspects of the competitiveness of the individual.

2. Competitiveness of the individual.

3. Diagnostics of students' competitiveness.

4. Comparative characteristics of students' competitiveness.

5. Why is it so important to be competitive in today's world?

**Module 1**Self-organization and self-development of personality.

**Topic 13** Time absorbers: causes, identification, ways to fight.

**Form of current progress control**oral questioning

**Evaluation materials for ongoing monitoring of progress**questions for oral survey:

1. Types of time absorbers:

2. Methods for determining time sinks.

3. Basic techniques for minimizing waste of time.

**Module 1**Self-organization and self-development of personality.

**Topic 14** Goal setting through various techniques and methods.

**Form of current progress control**oral questioning

**Evaluation materials for ongoing monitoring of progress**questions for oral survey:

1. What is goal setting?

2. Classification of student goals.

3. Personal and professional goals of the student.

4. Principles of goal setting.

**Module 1**Self-organization and self-development of personality.

**Topic 15** Methods, techniques and tools for planning time and improving personal efficiency.

**Form of current progress control**oral questioning

**Evaluation materials for ongoing monitoring of progress**questions for oral survey.

1.What is personal effectiveness? Its basis.

2. Why is it important to evaluate and improve personal effectiveness.

3. When personal effectiveness is formed.

4.Methods to improve personal effectiveness.

**Module 1**Self-organization and self-development of personality.

**Topic 16** Time management techniques.

**Form of current progress control**oral questioning

**Evaluation materials for ongoing monitoring of progress**questions for oral survey:

1. Pareto principle

2. Eisenhower matrix

3. Mind maps or Mindmaps

4. Franklin Pyramid

5.ABVGD method

**Module 1**Self-organization and self-development of personality.

**Topic 17** Control and analysis of their actions.

**Form of current progress control**oral questioning, taking control exercises.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey:

1. The concept and essence of control.

2.Typology and principles of control.

3. The structure of the control process.

4. Analysis as a function of managing your actions.

Control exercise 1.1 Make a diagram of the stages of self-development management.

Control exercise 1.2 Practical recommendations for time management.

**Module 1**Self-organization and self-development of personality.

**Topic 18** Training "Time management or the art of time management."

**Form of current progress control**oral questioning

**Evaluation materials for ongoing monitoring of progress**questions for the survey

1. Did you achieve the goal of this training?
2. What useful information did you learn during the training?
3. What was the easiest for you? What's hard?
4. How would you now answer for yourself the question "What is time and how to manage it"?
5. How has your attitude towards the value of time changed?
6. After the training, will it become easier for you to manage your time, to manage it correctly?
7. How can you make the most of your time?
8. How did you understand for yourself what are the key concepts of time management?
9. What is time management?
10. List 10 of your time wasters?

**Module 1**Self-organization and self-development of personality.

**Topic 19**History of Callanetics. Basic principles.

**Form of current progress control**oral questioning

**Evaluation materials for ongoing monitoring of progress**questions for oral survey.

1. The history of the creation of Calanetics.

2. The effectiveness of Calanetics classes.

3. Indications and contraindications for classes.

4. Methodology of classes.

5. Rules for practicing Kalanetics.

**Module 1**Self-organization and self-development of personality.

**Topic 20**Modern complexes of gymnastic exercises Callanetics.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey.

1. Main directions and types of exercises.

2. How does gymnastics help?

3. Indications and contraindications.

**Module 1**Self-organization and self-development of personality.

**Topic 21**Shaping: history, types and varieties.

**Form of current progress control**oral questioning

**Evaluation materials for ongoing monitoring of progress**questions for oral survey.

1. What is shaping? History of development.
2. Varieties of shaping
3. I.V. Prohortsev and his contribution to the development of shaping.
4. The influence of shaping on the human body.

**Module 1**Self-organization and self-development of personality.

**Topic 22**The benefits of the "catabolic" and "anabolic" stages of shaping.

**Form of current progress control**oral questioning

**Evaluation materials for ongoing monitoring of progress**questions for oral survey.

1. Features of the "catabolic" stage.

2. Features of the "anabolic" stage.

3. The main conditions of the catabolic type of loads.

4. The benefits of these Shaping stages for the human body.

**Module 1**Self-organization and self-development of personality.

**Topic 23**Aerobics as a means of improving physical culture.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey.

1. Classification of physical exercises according to the nature of the impact on the human body.

2. Basic terms of strength exercises.

3. Factors ensuring the safety of aerobics classes.

4. Recommendations for the selection of physical exercises for aerobics.

**Module 1**Self-organization and self-development of personality.

**Topic 24**Fitness through the ages. History of origin from prehistoric times to the present day.

**Form of current progress control**oral questioning

**Evaluation materials for ongoing monitoring of progress**questions for oral survey.

1. What is fitness? History of occurrence.
2. Fitness from the Middle Ages to the Present.
3. Features and history of fitness in Russia.

**Module 1**Self-organization and self-development of personality.

**Topic 25**Methods of doing fitness in health training.

**Form of current progress control**oral questioning

**Evaluation materials for ongoing monitoring of progress**questions for oral survey.

1. Theory and methodology of fitness training
2. What types of exercises are there?
3. The impact of fitness on health and the human body. Indications and contraindications.
4. The concepts of "general" and "physical" fitness.

**Module 1**Self-organization and self-development of personality.

**Topic 26**Stretching is a type of medical orientation. History of origin.

**Form of current progress control**oral questioning

**Evaluation materials for ongoing monitoring of progress**questions for oral survey.

1. What is Stretching? History of occurrence.
2. What is the essence of the exercises.
3. Stretching types.
4. Basic principles of training.

**Module 1**Self-organization and self-development of personality.

**Topic 27**Stretching as a health-saving technology.

**Form of current progress control**oral questioning

**Evaluation materials for ongoing monitoring of progress**questions for oral survey.

1. Flexibility. Types of flexibility.

2.Various stretching options.

3. Efficiency and rules for doing Stretching.

4. Indications and contraindications.

**Module 1**Self-organization and self-development of personality.

**Topic 28**The benefits of water aerobics as a type of health systems.

**Form of current progress control**oral questioning

**Evaluation materials for ongoing monitoring of progress**questions for oral survey.

1. What is water aerobics?

2. The history of the development of water aerobics in Russia

3. Classification of recreational water aerobics.

4. Types of water aerobics.

5. Water aerobic exercises.

**Module 1**Self-organization and self-development of personality.

**Topic 29**The history of the emergence of respiratory gymnastics. Kinds.

**Form of current progress control**oral questioning

**Evaluation materials for ongoing monitoring of progress**questions for oral survey.

1. What is the respiratory system? History of its development.
2. Basic principles of breathing exercises.
3. Types of breathing exercises.
4. Main benefits of the respiratory system.

**Module 1**Self-organization and self-development of personality.

**Topic 30**Paradoxical gymnastics by A. Strelnikova.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey.

1. What is the paradoxical gymnastics of A. Strelnikova? History of its development.
2. Basic principles of gymnastics A. Strelnikova.
3. Types and features of paradoxical gymnastics.
4. The main advantages of paradoxical gymnastics A. Strelnikova.

**Module 1**Self-organization and self-development of personality.

**Topic 31**Breathing exercises of Hatha Yoga.

**Form of current progress control**oral questioning

**Evaluation materials for ongoing monitoring of progress**questions for oral survey.

1. What is Hatha Yoga breathing exercises? History of development.
2. Principles and methods of Hatha Yoga.
3. Types and features of Hatha Yoga gymnastics.
4. The main features of the method.
5. Exercises to strengthen the nerves.

**Module 1**Self-organization and self-development of personality.

**Topic 32**Breathing exercises "Body flex".

**Form of current progress control**oral questioning

**Evaluation materials for ongoing monitoring of progress**questions for oral survey.

1. What is body flex breathing exercises? History of development.
2. Basic principles of breathing exercises Body flex.
3. Types and features of breathing exercises Body flex.
4. The main advantages of breathing exercises Body flex.

**Module 1**Self-organization and self-development of personality.

**Topic 33**Breathing exercises K. P. Buteyko

**Form of current progress control**oral questioning

**Evaluation materials for ongoing monitoring of progress**questions for oral survey.

1. What is breathing exercises K.P. Buteyko?History of development.

2. Basic principles of respiratory gymnastics K.P. Buteyko.

3. Types and features of respiratory gymnastics K.P.Buteykoe

4. The main advantages of breathing exercises K.P. Buteyko.

5. Indications and contraindications.

**Module 1**Self-organization and self-development of personality.

**Topic 34**Massage and self-massage as a health system. History, types.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey.

1. What is a massage? Self-massage?
2. The history of the development of massage and self-massage as health systems.
3. Basic principles of massage and self-massage.
4. Types and features of massage and self-massage.
5. Indications and contraindications.

**Module 1**Self-organization and self-development of personality.

**Topic 35**Acupressure as one of the types of health system.

**Form of current progress control**oral questioning

**Evaluation materials for ongoing monitoring of progress**questions for oral survey.

1. What is acupressure? The history of the development of acupressure as a health system
2. Basic principles of acupressure as a health system.
3. Types and features of acupressure.
4. Key benefits of acupressure.

**Module 1**Self-organization and self-development of personality.

**Topic 36**Acupressure for the prevention of SARS, influenza.

**Form of current progress control**oral questioning

**Evaluation materials for ongoing monitoring of progress**questions for oral survey.

1. Definition of the concept of acupressure. The history of the development of acupressure as a health system.
2. Basic principles of acupressure.
3. Types and features of acupressure.
4. The main advantages of acupressure for the prevention of viral diseases.

**Module 1**Self-organization and self-development of personality.

**Topic 37**Acupressure according to A. Umanskaya.

**Form of current progress control**oral questioning

**Evaluation materials for ongoing monitoring of progress**questions for oral survey.

1. The essence of acupressure according to A. Umanskaya.
2. Basic principles and tasks of massage.
3. Types and features of acupressure according to Umanskaya.
4. Basic Rules.

**Module 1**Self-organization and self-development of personality.

**Topic 38**Non-traditional and auxiliary means in physical education classes.

**Form of current progress control**oral questioning

**Evaluation materials for ongoing monitoring of progress**questions for oral survey.

1. The concept of non-traditional forms of physical culture.
2. Types of non-traditional forms of physical education.
3. Influence of non-traditional forms on human health.

**Module 1**Self-organization and self-development of personality.

**Topic 39**Relaxation therapeutic and prophylactic gymnastics.

**Form of current progress control**oral questioning

**Evaluation materials for ongoing monitoring of progress**questions for oral survey.

1. What is relaxation therapeutic and preventive gymnastics?
2. Mechanisms of the effect of relaxation on the body.
3. Methodology for conducting and performing relaxation therapeutic and prophylactic gymnastics.
4. Indications and contraindications for the use of relaxation therapeutic and prophylactic gymnastics.

**Module 1**Self-organization and self-development of personality.

**Topic 40**Autogenic training.

**Form of current progress control**oral questioning, taking control exercises.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey.

1. Definition of autogenic training.
2. Influence of autogenic training on human physiological processes.
3. Training technique.
4. Types, advantages and disadvantages of autogenic training.

Control exercise 1.3. Compose and conduct a complex of callanetics.

Control exercise 1.4. Compose and conduct an aerobics complex

Control exercise 1.5. Carry out a set of breathing exercises (according to Strelnikova)

Control exercise 1.6. Demonstrate self-massage skills

**Module 1**Self-organization and self-development of personality.

**Theme of independent work**Psychological aspects of the study of personality

**Form of control of independent work**test

**Evaluation materials for the control of independent work**

Test No. 1

**The student gets acquainted with the theoretical section of the test and proceeds to the individual and independent implementation of the practical section. In the practical section, the student must complete 2 tasks and arrange them in the form of a printed work.**

*Exercise 1. Define personality and expand this concept.*

*Exercise 2. Compose a rebus on the topic studied.*

**Task 1. After studying the theoretical material, it is necessary to give an accurate and concise answer to the question, which should not exceed 5-7 sentences.**

***Task 2. Make a rebus according to the example. At least 10 words.***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ***L*** | ***e*** | ***R*** | ***R*** | ***O*** | ***l*** | ***l*** | ***b*** | ***And*** | ***P*** |
| ***And*** | ***h*** | ***n*** | ***T*** | ***To*** | ***P*** | ***m*** | ***A*** | ***P*** | ***l*** |
| ***R*** | ***To*** | ***O*** |  |  | ***With*** | ***P*** | ***A*** | ***O*** | ***d*** |
| ***V*** | ***s*** | ***With*** | ***T*** | ***b*** | ***And*** | ***X*** | ***V*** | ***G*** | ***and*** |
| ***at*** | ***c*** | ***A*** | ***And*** | ***e*** | ***m*** | ***O*** | ***at*** | ***sch*** | ***Yu*** |
| ***WITH*** | ***f*** | ***O*** | ***n*** | ***P*** | ***b*** | ***l*** | ***O*** | ***G*** | ***uh*** |
| ***R*** | ***e*** | ***e*** | ***P*** | ***T*** | ***n*** | ***R*** | ***sch*** | ***And*** | ***sh*** |
| ***b*** | ***R*** | ***A*** | ***To*** | ***P*** | ***P*** | ***T*** | ***sh*** | ***I*** | ***sch*** |

**Module 1**Self-organization and self-development of personality.

**Theme of independent work**Self-organization of students' time.

**Form of control of independent work**test

**Evaluation materials for the control of independent work**

Examination No. 2

**The student gets acquainted with the theoretical section of the test and proceeds to the individual and independent implementation of the practical section. In the practical section, the student must complete 2 tasks and arrange them in the form of a printed work.**

Task 1. Perform a test to determine mental burnout and interpret your result.

Task 2. Fill in the table.

**Task 1. Definition of mental burnout**

This technique is aimed at the integral diagnosis of mental "burnout", which includes various personality substructures.

**Instructions for the test**

You are asked to respond to a series of statements about feelings related to work. Please read the statements and decide if you have experienced something similar. If you have never had such a feeling, put a tick or cross in the answer sheet in the “never” column opposite the serial number of the statement. If you have this feeling all the time, put a checkmark or a cross on the answer sheet in the “usually” column, as well as in accordance with the answers “rarely” and “often”. Reply as quickly as possible. Try not to think for a long time about the choice of answer.

**test material**

1. I get easily irritated. (rare -1)
2. I think that I work only because I have to work somewhere. (never-0)
3. I worry about what my colleagues think about my work. (usually -2)
4. I feel that I don't have any emotional strength to delve into other people's problems. (never-0)
5. I suffer from insomnia. (rare-1)
6. I think that if a good opportunity presented itself, I would change jobs. (rare-1)
7. I work under a lot of pressure. (rare-1)
8. My work brings me satisfaction. (often-3)
9. I feel that working with people exhausts me. (rare-1)
10. I think my work is important. (usually -2)
11. I get tired of the human problems I face at work. (rare-1)
12. I am satisfied with the profession I have chosen. (usually -2)
13. The incomprehension of my colleagues or students irritates me. (rare-1)
14. I get emotionally tired at work. (rare-1)
15. I think that I was not mistaken in choosing my profession. (rare-1)
16. I feel drained and overwhelmed after a day at work. (rare-1)
17. I feel that I get little satisfaction from the successes achieved at work. (rare-1)
18. I find it difficult to establish or maintain close contacts with work colleagues. (rare-1)
19. It is important for me to succeed at work. (often-3)
20. When I go to work in the morning, I feel refreshed and rested. (usually -2)
21. It seems to me that the results of my work are not worth the effort I put in. (never-0)
22. I don't have enough time for my family and personal life. (never-0)
23. I am full of optimism about my work. (often-3)
24. I like my job. (often-3)
25. I'm tired of trying all the time. (never-0)
26. I am tired of participating in discussions on professional topics. (rare-1)
27. I feel like I'm isolated from my work colleagues. (never-0)
28. I am just as satisfied with my professional choice as I was at the beginning of my career. (usually -2)
29. I feel physical tension, fatigue. (rare-1)
30. Gradually I begin to feel indifference to my students. (never-0)
31. Work exhausts me emotionally. (rare-1)
32. I use medication to make myself feel better. (never-0)
33. I am interested in the results of the work of my colleagues. (usually -2)
34. I find it hard to get up in the morning and go to work. (never-0)
35. At work, the thought haunts me: I wish the working day would end as soon as possible. (rare-1)
36. The workload is almost unbearable. (never-0)
37. I feel joy in helping the people around me. (often-3)
38. I feel that I have become more indifferent to my work. (never-0)
39. Sometimes I get headaches or stomach ache for no particular reason. (never-0)
40. I make an effort to be patient with students. ((never-0)
41. I love my job. (often-3)
42. I get the feeling that deep down inside I am emotionally insecure. (never-0)
43. I am annoyed by the behavior of my students. (rare-1)
44. It is easy for me to understand the feelings of others towards me. (often-3)
45. I often feel the urge to drop everything and leave my workplace. (rare-1)
46. I find myself becoming more callous towards people. (never-0)
47. I feel emotional tension. (rare-1)
48. I am completely uninterested and not even interested in my work. (never-0)
49. I feel frazzled. (never-0)
50. I believe that my work helps people. (often-3)
51. At times I doubt my abilities. (never-0)
52. I feel complete apathy for everything that happens around. (never-0)
53. Doing everyday things for me is a source of pleasure and satisfaction. (Usually - 2)
54. I don't see the point in what I do at work. (never-0)
55. I feel satisfied with my chosen profession. (often-3)
56. I want to "spit" on everything. (never-0)
57. I have a health complaint with no well-defined symptoms. (never-0)
58. I am satisfied with my position at work and in society. (often-3)
59. I would like a job that takes little time and effort. (rare-1)
60. I feel that working with people takes a toll on my physical health. (never-0)
61. I doubt the value of my work. (never-0)
62. I feel enthusiastic about my work. (often-3)
63. I get so tired at work that I am unable to do my daily household chores. (rare-1)
64. I believe that I am quite competent in solving problems that arise at work. (often-3)
65. I feel that I can give children more than I give. (rare-1)
66. I literally have to force myself to work. (never-0)
67. There is a feeling that I can easily get upset, become discouraged. (never-0)
68. I like to give my all to work. (often-3)
69. I experience a state of inner tension and irritation. (never-0)
70. I became less enthusiastic about my work. (never-0)
71. I believe that I am able to accomplish everything that is planned. (often-3)
72. I have no desire to delve deeply into the problems of my students. (never-0)

**Processing and interpretation of test results**

This technique includes three scales: psycho-emotional exhaustion (PI), personal distance (LO) and professional motivation (PM). To determine mental "burnout" within the indicated scales, a special key is used:

* PI - 1, 5, 7, 14, 16, 17, 20, 25, 29, 31, 32, 34, 36, 39, 42, 45, 47, 49, 52, 54, 57, 60, 63, 67, 69 (25 claims).
* LO - 3, 4, 9, 10, 11, 13, 18, 21, 30, 33, 35, 38, 40, 43, 46, 48, 51, 56, 59, 61, 66, 70, 71, 72 ( 24 statements).
* PM - 2, 6, 8, 12, 15, 19, 22, 23, 24, 26, 27, 28, 37, 41, 44, 50, 53, 55, 58, 62, 64, 65, 68 (23 statements )

A quantitative assessment of mental "burnout" on each scale is carried out by translating the answers into a three-point system ("often" - 3 points, "usually" - 2 points, "rarely" - 1 point, "never" - 0 points) and total scoring. Processing is done on a "raw" score. Then, using the normative table, the level of mental "burnout" is determined for each scale.

**Norm tables**

Norms for the component "psycho-emotional exhaustion" (PI)

Norms for the component "personal distance" (LO) Norms for the component "professional motivation" (PM) Norms for the index of mental "burnout" (IPv) Psycho-emotional exhaustion is the process of exhausting the emotional, physical, energy resources of a professional working with people. Exhaustion manifests itself in chronic emotional and physical fatigue, indifference and coldness towards others with signs of depression and irritability.

Personal alienation is a specific form of social maladaptation of a professional working with people. Personal estrangement is manifested in a decrease in the number of contacts with others, an increase in irritability and intolerance in situations of communication, negativism towards other people.

Professional motivation - the level of work motivation and enthusiasm in relation to the work of altruistic content. The state of the motivational sphere is assessed by such an indicator as the productivity of professional activity, optimism and interest in work, self-assessment of professional competence and the degree of success in working with people.

Below are the vital manifestations of PV at various systemic levels.

Vital manifestations of mental "burnout" at the system-structural levels

**Task 2. Make a list of time wasters.**

**Module 2**Adaptive physical culture and sports for the disabled.

**Topic 1** History of adaptive physical culture.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**

questions for oral survey.

1. Domestic and foreign history of AFC.
2. History of AFK in individuals with hearing loss.
3. History of adaptive physical education and adaptive sports for persons with visual impairment.
4. History of adaptive physical education for persons with intellectual disabilities.
5. Special Olympic Movement.

.

**Module 2**Adaptive physical culture and sports for the disabled.

**Theme 2**.Subject, purpose, tasks of AFC

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. AFK subject
2. AFC goal
3. Tasks of AFC

**Module 2**Adaptive physical culture and sports for the disabled.

**Theme 3** Stages of ROS development

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. AFK for persons with ODA lesions
2. Peculiarities of AFC for persons with musculoskeletal disorders
3. Stages of development of ROS with lesions of the musculoskeletal system

**Module 2**Adaptive physical culture and sports for the disabled.

**Theme 4**Adaptive motor recreation. Goals and objectives. Kinds.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. What is adaptive motor recreation.
2. The main goals and objectives of motor recreation.
3. Kinds.
4. Advantages and disadvantages of adaptive motor recreation?
5. The history of the development of adaptive motor recreation?

**Module 2**Adaptive physical culture and sports for the disabled.

**Theme 5**Aquatic types of adaptive motor recreation.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. What's happenedadaptive motor recreation?
2. Features and water activitiesadaptive motor recreation?
3. Advantages and disadvantages of aquatic speciesadaptive motor recreation.
4. Classifications on various grounds.

**Module 2**Adaptive physical culture and sports for the disabled.

**Theme 6**Special correctional and developmental classes during the period of recreational activities.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. What's happenedremedial training?
2. Features and typescorrectional and developmental classes?
3. Advantages and disadvantages of correctional and developmental classes
4. Classifications of special correctional and developmental classes
5. Feature of employment in recreational activities

**Module 2**Adaptive physical culture and sports for the disabled.

**Theme 7**Therapeutic, preventive and rehabilitation measures during recreational activities

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. What's Includedtherapeutic and preventive and rehabilitation measures?
2. Features and types ltherapeutic and preventive and rehabilitation measures?
3. Advantages and disadvantages of treatment-and-prophylactic and rehabilitation measures during recreational activities
4. Classifications of treatment-and-prophylactic and rehabilitation measures

**Module 2**Adaptive physical culture and sports for the disabled.

**Theme 8**Simulators used in AFC.

**Form of current progress control**oral questioning, taking a control exercise

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. Classification of simulators in AFC
2. Features and benefits of AFK simulators
3. Popular types of simulators

Control exercise 2.3Compose a set of exercises using simulators for AFK

**Module 2**Adaptive physical culture and sports for the disabled.

**Theme 9**Swimming for people with disabilities.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. What is included in a swimming lesson with people with disabilities?
2. Features and types of swimming for people with disabilities.
3. Classifications.

**Module 2**Adaptive physical culture and sports for the disabled.

**Theme 10**Recreational diving.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. What is recreational diving?
2. Features and types of recreational diving.
3. Advantages and disadvantages of recreational diving.

**Module 2**Adaptive physical culture and sports for the disabled.

**Topic 11**Sports and game programs in adaptive motor recreation.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. What is included in the adaptive-motor recreation?
2. Features and types of sports and game programs in adaptive motor recreation.
3. Advantages and disadvantages of treatment-and-prophylactic and rehabilitation measures during recreational activities.
4. Game classifications.

**Module 2**Adaptive physical culture and sports for the disabled.

**Topic 12**Recreational games with elements of individual confrontation.

**Form of current progress control**oral questioning, taking control exercises.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. The main types of recreational games with elements of individual confrontation.

Control exercise 2.1. List and characterize the stages of development of adaptive physical culture

Control exercise 2.2. List and characterize the types of adaptive motor recreation

Control exercise 2.3. Simulators used in adaptive physical culture

**Module 2**Adaptive physical culture and sports for the disabled.

**Topic 13**Recreational games with elements of collective confrontations.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. Types of recreational games with elements of collective confrontations.
2. Water polo as one of the types of recreational game with elements of collective confrontation.
3. Volleyball as one of the types of recreational game with elements of collective confrontation.
4. Basketball as one of the types of recreational game with elements of collective confrontation.

**Module 2**Adaptive physical culture and sports for the disabled.

**Topic 14**Peterbasket or radial basketball

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. What is peterbasket?
2. Peterbasket features.
3. Rules and refereeing of piterbasket.

**Module 2**Adaptive physical culture and sports for the disabled.

**Topic 15**Goalball and torball (for blind athletes).

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. What is a goalball?
2. What is a torball?
3. Peculiarities of refereeing and rules of goalball and torball

**Module 2**Adaptive physical culture and sports for the disabled.

**Topic 16**Football for people with cerebral palsy.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. Features of the game for people with cerebral palsy.
2. Rules and refereeing.
3. Differences of this type of football and the main advantages.

**Module 2**Adaptive physical culture and sports for the disabled.

**Topic 17**Sleigh hockey.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. What does sled hockey include?
2. Basic rules and refereeing of this game

**Module 2**Adaptive physical culture and sports for the disabled.

**Topic 18**Volleyball sitting.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. What is special about this sport?
2. Refereeing features and basic rules of sitting volleyball

**Module 2**Adaptive physical culture and sports for the disabled.

**Topic 19**Squash.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. What is squash?
2. Basic rules and refereeing of this game

**Module 2**Adaptive physical culture and sports for the disabled.

**Topic 20**Dance types of adaptive motor recreation.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. The main types of adaptive dances
2. Dancing in wheelchairs
3. Rhythmic gymnastics in wheelchairs
4. Psychological, motor aspects

**Module 2**Adaptive physical culture and sports for the disabled.

**Topic 21**Rhythmic gymnastics in wheelchairs.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. What does rhythmic gymnastics on wheelchairs include?
2. Age category of wheelchair rhythmic gymnastics

**Module 2**Adaptive physical culture and sports for the disabled.

**Topic 22**Adaptive motor recreation. adaptive tourism**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. What does adaptive tourism include?
2. The main forms of organizing tourist events
3. Weekend hikes
4. Multi-day hikes of physical culture and sports orientation

**Module 2**Adaptive physical culture and sports for the disabled.

**Topic 23**Adaptive physical rehabilitation.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. What does adaptive physical rehabilitation include?

2. Types of PRA

3.Features, goals, tasks of the PRA

**Module 2**Adaptive physical culture and sports for the disabled.

**Topic 24**Massage as a kind of physical rehabilitation.

**Form of current progress control**oral questioning, taking control exercises.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. The main types of massages
2. Massage as a health system

Control exercise 2.4. Goalball rules (for visually impaired persons).

Control exercise 2.5. Rules of the game of volleyball (sitting)

Control exercise 2.6. Demonstrate knitting tourist knots.

**Module 2**Adaptive physical culture and sports for the disabled.

**Theme of independent work**Volleyball for people with disabilities.

**Form of control of independent work**test

**Evaluation materials for the control of independent work.**

Test No. 1

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

*Exercise 1. Insert missing words.*

*Exercise 2. Fill in the table.*

*Exercise 3. Crossword.*

**Task 1. After studying the theoretical material, it is necessary to insert the missing words.**

1) Sitting volleyball is a game played by … teams on a playing field divided by a net.

2) The ball is put into play by a serve: by the server hitting through ... towards the opponent.

3) If, when serving the ball, the serving player steps on or crosses the markings of the back line of the court, then the service is considered ...

4) If, when serving, the ball touched the net and flew to the opponent's side, then the game ...

5) In volleyball, the team that wins the serve scores ...

6) When the receiving team wins the serve, it receives a point and the right to serve and its players move one position along the ... arrow.

7) In standing volleyball, the substitute player must sit in the substitute chair until the counter indicates ... the signal.

8) Front row players are allowed to…opponent serve

9) At major volleyball competitions, the game is played from ... parties

10) When receiving the ball from above, the contact of the fingers with the ball should occur at the level of the upper part of the face in ... cm from it

11) When the ball is passed over a long distance, the pass ends with a full ... of arms and legs

12) "Libero" in volleyball is ... a player

13) If 2 opponents in volleyball violate the rules at the same time, then the service ...

14) The rules of the game of volleyball provide for ... .. substitutions in one game.

15) To receive a serve in volleyball has the right ... playing

16) International Volleyball Federation (fr. FédérationInternationaledeVolleyball) FIVB, FIVB was established in ……. year.

17) If, after the referee's permission to serve, the server tosses the ball and does not hit it, then the service is considered ...

18) The stance of a volleyball player helps the player move quickly...

19) The main way to receive and pass the ball in volleyball is ... passing with two hands

20) The volleyball court is conditionally divided into ... .. ... activities.

**Task 2. Fill in the table.**

|  |  |  |
| --- | --- | --- |
| Parameter | Volleyball sitting | Classic volleyball |
| Playground size | \_\_\_\_\_ by 6 meters | 18 by \_\_\_\_\_ meters |
| Lines of attack | are held \_\_\_\_\_\_ meters from the center line | are held \_\_\_\_\_\_ meters from the center line |
| Grid height | 1.15 meters for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, 1.05 meters for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 2.43 meters for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, 2.24 meters for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Grid Options | length \_\_\_\_\_ m, width 0.80 m | length 9.5 m, width \_\_\_\_\_\_ m |
| Team composition | maximum \_\_\_\_\_ players, including a maximum of \_\_\_\_\_ disabled players (handicap), 1 coach, 1 instructor and 1 doctor | maximum \_\_\_\_\_ players, 1 coach, 1 assistant coach and 1 doctor |
| Innings | at the moment when the server hits the ball, he must be in the zone \_\_\_\_\_\_\_\_\_\_\_\_\_\_ and his buttocks must not touch the court | at the moment when the server hits the ball or jumps (for a service jump) his feet must not touch the court |
| Touching the opponent's court | allowed (with feet/legs), but only if the player does not interfere with his opponent; touch with the hand ... if some part of the outstretched hand remains either in contact with or over the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ line | permitted (feet or hand) if some part of the outstretched hand or foot(s) remains either in contact or above the center line |

**Task 3.***Make a crossword on the topic "Volleyball for people with disabilities." The crossword must contain at least 10 words.*

**Module 2**Adaptive physical culture and sports for the disabled.

**Theme of independent work**Basketball for people with disabilities.

**Form of control of independent work**test

**Evaluation materials for the control of independent work.**

Examination No. 2

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

*Exercise 1. Define what basketball and wheelchair basketball are. Similarities and differences*

*Exercise 2. Fill in the table.*

*Exercise 3. Insert the missing words.*

**Task 1. After studying the theoretical material, it is necessary to give an accurate and concise answer to the question, which should not exceed 5-7 sentences.**

**Task 2. Fill in the table.**

|  |  |
| --- | --- |
| Rules | Peculiarities |
| Dribbling | 1.  2.  3. |
| Player fouls | 1.  2.  3. |
| Substitutions | 1.  2.  3. |
| ball throws | 1.  2.  3. |

**Task 3.***Insert missing words.*

The playing area must be a \_\_\_\_\_\_\_\_\_-, flat, hard surface free of \_\_\_\_\_\_\_\_\_. For Olympic tournaments and World Championships, the dimensions must be \_\_ m long and \_\_ m wide.

The height of the ceiling must be at least \_\_ m. The playing surface must be uniform and sufficiently \_\_\_\_\_\_\_. Light sources should be placed where they will not interfere with the players.

The playing area must be marked with clearly visible \_\_\_\_\_\_, which at any point must be at least \_\_\_ m from \_\_\_\_\_\_, \_\_\_\_\_, or any other obstacles.

**Module 3**Mind games.

**Topic 1**Chess. History of chess.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. What is chess?
2. The emergence of chess in Rus'.
3. The development of chess theory.
4. Current state and prospects.
5. Referee features.

**Module 3**Mind games.

**Theme 2**Chess. Chess board.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. Chess as a sport.
2. Board and starting position. Rules.

**Module 3**Mind games.

**Theme 3**Chess pieces and their initial arrangement.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. Description of the figures. Their classification.
2. Comparative strength of figures.
3. Initial arrangement of figures.
4. Names.

**Module 3**Mind games.

**Theme 4**Moves and capture of pieces.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. Basic rules of the game
2. Basic moves of pieces
3. Ways to capture pieces
4. Game maneuvers

**Module 3**Mind games.

**Theme 5**The value of chess pieces.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. Description of the figures.
2. Who is worth how much?
3. Hierarchy of chess pieces.

**Module 3**Mind games.

**Theme 6**Chess. Chess combination.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. Definition of the concept of a chess combination.
2. Combination classification. Her role in the game
3. Combination example.

**Module 3**Mind games.

**Theme 7**Checkers. Historical review. The emergence of checkers games.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. What are checkers?
2. History of the checker game.
3. Checkers classification.
4. Chess terms.

**Module 3**Mind games.

**Theme 8**Chess code. Refereeing and organization of competitions.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. Checkers as a sport.
2. General principles.
3. Planning and organizational forms.
4. Panel of judges.

**Module 3**Mind games.

**Theme 9**Rules of the game. tournament discipline.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. Rules of the game.
2. Mistakes and penalties. Free throws.

**Module 3**Mind games.

**Theme 10**Backgammon. History of occurrence.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. Definitions of the concept of backgammon.
2. History of backgammon.
3. Spreading.

**Module 3**Mind games.

**Topic 11**Backgammon. Rules of the game.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. Rules of the game.
2. Inventory.
3. Combinations.

**Module 3**Mind games.

**Topic 12**Bridge. History of occurrence.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. What is a bridge?
2. History of occurrence.
3. Bridge in Literature.

**Module 3**Mind games.

**Topic 13**General Rules for Playing Bridge.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. Game progress.
2. Preparing for the game.
3. General rules.

**Module 3**Mind games.

**Topic 14**Chinese sports intellectual game Go.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. What is Go?
2. Age category of this game
3. History of Go development
4. Basic rules of the game
5. Refereeing Features

**Module 3**Mind games.

**Topic 15**Intellectual games of the peoples of the world.

**Form of current progress control**oral questioning, taking control exercises

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. The main types of folk intellectual games

2. Basic rules of these games

3. The history of the development of these games in different nations

Control exercise 3.1. Rules of the game of chess

Control exercise 3.2. Backgammon rules

Control exercise 3.3. Describe the intellectual game of the peoples of the world (Xiangqi Chinese chess)

**Module 3**Mind games.

**Topic 16**Preparation and holding of intellectual games ("Own game", "What? Where? When?", "Where is the logic").

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. Basic rules of the game "Soy game"

2. Basic rules of the gameWhat where When?"

3. Basic rules of the game "Where is the logic?"

**Module 3**Mind games.

**Topic 17**functional tests. autonomic nervous system.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. What does the autonomic nervous system include?
2. The concept of "functional test"
3. The influence of the autonomic nervous system on the human body

**Module 3**Mind games.

**Topic 18**The cardiovascular system. orthostatic test. Martinet test.

**Form of current progress control**oral questioning, taking a control exercise

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. The concept of "orthostatic test"
2. What does the cardiovascular system include?
3. The concept of "Martinet test"
4. What does the Martinet test include?
5. Features of this sample

Test exercise 4.1 Conduct a test and interpret the results

**Module 3**Mind games.

**Topic 19**Respiratory system. Vital capacity of the lungs. Genchi test

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. What does the human respiratory system include?
2. The concept of lung capacity
3. The concept of "Genci test"
4. What does the Genchi test include?
5. Features of this sample

**Module 3**Mind games.

**Topic 20**Neuromuscular apparatus. Tapping test. The accuracy of muscle effort.

**Form of current progress control**oral survey.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. The concept of "tapping test"
2. What does the tapping test include?
3. Features of this test
4. What does the human neuromuscular apparatus include?
5. Features of its structure and functioning
6. The concept of "accuracy of muscle effort"
7. What does this concept include?

**Module 3**Mind games.

**Topic 21**Methodology for conducting and compiling a complex of morning hygienic gymnastics.

**Form of current progress control**oral questioning, taking a control exercise.

**Evaluation materials for ongoing monitoring of progress**questions for oral survey

1. What does morning exercise include?
2. Types of exercises
3. Features of performing morning exercises
4. The main sets of exercises for morning exercises

Control exercise 4.2. Compose and conduct a complex of morning exercises

**Module 3**Mind games.

**Theme of independent work**Chess

**Form of control of independent work**test

**Evaluation materials for the control of independent work.**

Test No. 1

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

*Task 1. Expand the concept of a chess problem.*

*Task 2.*Solve the chess problem "Mate in one move"

**

*Task 3*Solve the chess problem "Mate in three moves"

**

**Module 3**Mind games.

**Theme of independent work**Checkers.

**Form of control of independent work**test

**Evaluation materials for the control of independent work.**

Examination No. 2

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

*Task 1. History of drafts in Rus'. (write a short answer 5-7 sentences)*

*Task 2. Expand the concept of drafts code.*

*Task 3. Compose a crossword puzzle on the topic studied. (at least 10 words).*

**Module 3**Mind games.

**Theme of independent work**Swimming and its health value

**Form of control of independent work**test

**Evaluation materials for the control of independent work.**

Examination No. 3

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

*Task 1. Describe swimming as a type of physical exercise, its health and applied value.*

*Task 2. Features of teaching the technique of sports methods of swimming.*

*Task 3. Blitz survey.*

Task 1. After studying the theoretical material, it is necessary to give an accurate and concise answer to the question, which should not exceed 5-7 sentences.

Task 2. Describe the features of teaching the technique of sports methods of swimming by filling out the table:

|  |  |  |  |
| --- | --- | --- | --- |
| Style | General developmental, special, simulation exercises on land | Preparatory exercises for mastering with water | Exercises to study the technique of sports methods of swimming |
| Crawl on the chest |  |  |  |
| Crawl on the back |  |  |  |
| Breaststroke |  |  |  |
|  |  |  |  |
|  |  |  |  |

Task 3 Briefly answer the questions (the answer consists of one word)

1. The method of sports swimming on the chest

2. The fastest way to swim

3. A sport or sports discipline, which consists in overcoming a swim in the shortest time of various distances

4. The distance that the swimmer needs to overcome

5. The initial moment of a sports competition

6. It happens as open, closed, as well as somersault

7. Style of sports swimming on the chest, characterized by the simultaneous throwing of both hands above the water after the stroke

8. One of the obligatory elements of a swimmer's equipment, which is a plastic lens with rubber suction cups, connected by a bridge of the nose and held on the head with an elastic band

9 Part of the movement, which has its own specific characteristics

10. One hand movement when swimming

11. Special waterproof shoes

12. Place of awarding the winners

13. Device of a flat rectangular shape made of light floating material

14. Equipment for increasing the speed of an athlete

15. Swim shorts

16. Something without which they are not allowed into the pool

17. Women's swim suit

**Module 3**Mind games.

**Theme of independent work**Assessment of the functional and physical state of the body.

**Form of control of independent work**test

**Evaluation materials for the control of independent work.**

Test work No. 4

I. Assessment of the level of physical development:

1. Determination of body type (Soloviev index)

2. Determination of the weight-height indicator (Quetle index)

3. Determination of the Erisman exponent

4. Definition of the Bornhard index

5. Determination of the index (Waist to Hip Rait) - waist-hips

6. Determination of the body strength index

II. Tests to determine the functional capabilities of the body:

1. One-shot test

2. Orthostatic test

3. Cooper test

4. Stange test

5. Genchi test

For each indicator, an assessment is given of the results obtained for their level of physical development and their functional capabilities.

Determination of body type.

Depending on the bone structure, there are 3 body types:

- asthenic (light-boned) type, in which the longitudinal parameters prevail over the transverse ones, the limbs are thin and long, the shoulders are narrow, the chest is flat, narrow, the muscles are poorly developed. Representatives of this type usually have a small weight, they are energetic and even a plentiful diet does not immediately lead to weight gain;

- normosthenic (medium-boned) body type, for which the characteristic proportionality of the main body dimensions. Representatives

of this type, the muscular system is well developed, the shoulders are wider than the pelvis. With excessive nutrition and a sedentary lifestyle, fat accumulates in the middle part of the body;

- hypersthenic (wide-boned) body type, in which the transverse dimensions are much larger than those of asthenics and normosthenics. The bones of people of this type of physique are thicker and heavier, the shoulders are wide, the chest is wide and short. They have well-developed muscles, powerful torso, short limbs. Representatives of this body type are more prone to fullness and rounded shapes.

In order to achieve success within the possible limits, it is necessary to determine your body type. If the bone structure cannot be changed, then the muscular relief is amenable to significant changes.

In order to find out your body type, you need to measure the circumference of the thinnest place on the wrist with a centimeter, the resulting circumference in centimeters is estimated as the Solovyov index. Comparative data are shown in Table 1.

Table 1.

Body type according to the Solovyov index.

|  |  |  |
| --- | --- | --- |
| body type | For men | For women |
| Normosthenic  (normal) | 18-20 cm | 15-17 cm |
| Hypersthenic  (wide-boned) | More20 cm | More17 cm |
| Asthenic  (thin-boned) | Less18 cm | Less15 cm |

Definition of weight-height indicator - Quetelet index.

The Quetelet weight-height index, in comparison with the Broca-Brugsch height-weight index (And p = height (cm) - 100 = average weight), contributes to a more accurate assessment of body weight by determining its part attributable to1 cmgrowth.

IR = body weight (g) / standing height (cm)

Table 2.

Estimated weight by Quetelet index

|  |  |  |
| --- | --- | --- |
| Weight Estimation | The ratio of body weight to height in g / cm | |
|  | Men | Women |
| Normal  elevated  Reduced  Obesity  exhaustion | 350-430  431-450  349-340  over 450  less than 320 | 340-420  421-440  339-330  over 440  less than 330 |

Determination of Erisman's index, Borngard's index.

A well-developed chest is an indicator of good physical development. The circumference of the chest is measured at rest during inhalation and exhalation. The difference between inhalation and exhalation is called chest excursion.

Erisman index:

Ie \u003d O gr.k. (cm) - 0.5 standing height (cm),

where O gr. class - chest circumference

More30 cmwell developed chest

20 - 30 very well developed chest

10 - 20 well developed chest

0 - 10 poorly developed chest

With normal development, the circumference of the chest is more than half the height. A negative value indicates poor chest development.

Bornhard index:

Height (cm) x chest circumference (cm): 240

Measure the circumference of the chest as you inhale, then as you exhale. Multiply the average value by height, divide the result by 240 - this is the ideal weight, and the allowable plus or minus 10%.

Determination of the index (Waist to Hip Rait) - waist-hips.

This index allows you to recognize the increase in the mass of abdominal fat. The index is determined as follows: measure the circumference of the waist above the navel without drawing in the stomach, and then the circumference of the hips at the widest part, and divide the circumference of the waist and the circumference of the hips.

etc. = Waist circumference (cm) / Hip circumference (cm)

A value of less than 0.9 is normal for men and less than 0.8 for women.

Determination of the body strength indicator

Body strength index expresses the difference between body length and the sum of body weight and chest circumference on exhalation and is calculated by the formula:

And cr.t. =

height (cm) - (weight (kg) + chest circumference when exhaling (cm))

Table 3. Assessment of body strength

|  |  |
| --- | --- |
| Body strength index | Body strength assessment |
| Less than 20 | Strong physique |
| 21-25 | Normal body |
| 26 and over | Weak physique |

Evaluation for a single index can be misleading due to the individual development of each person, therefore, when determining physical development, it is more correct to evaluate indicators for several indices simultaneously.

Functional tests are various dosed loads and other disturbing actions that allow you to assess the functional state of the body. The use of tests and samples allows you to determine both the state of individual functional systems and the complex functional state of the body. There are tests and tests to determine the functionality of the cardiovascular system, respiratory system, neuromuscular system, musculoskeletal system, and various analyzers. A reliable indicator of the functional state of the body is mainly the reaction of the cardiovascular and respiratory systems to physical activity.

Heart rate (HR) is an important indicator of the activity of the cardiovascular system. It is recommended to control the pulse every day at the same time: in the morning - after waking up in a lying position, in the evening - before going to bed in a sitting position. The cardiovascular system is very sensitive to various influences. For example, after eating, in a state of excitement, stress, after smoking, taking alcoholic beverages, the pulse unreasonably quickens. Therefore, measurements should be made no earlier than 1.5 hours after eating and smoking. Analysis of the dynamics of heart rate over a certain period allows you to determine the state of the cardiovascular system. The most informative and common are a one-time test, orthostatic test, Cooper's test.

One-shot test

Before performing the test, they rest standing, without moving for 3 minutes, the heart rate is measured for 1 minute. Next, 20 deep squats are performed (legs shoulder-width apart, arms lowered, crouching, arms brought forward, standing up, arms lowered down) for 30 seconds. After squats without a pause, while standing, the heart rate is calculated for 1 minute.

When assessing, the magnitude of the increase in heart rate after exercise is determined as a percentage:

up to 20% - very good

21 - 40% - good

41 - 65% - satisfactory

66 - 75% - bad

76 or more - very bad

Orthostatic test

This test provides important information about the state of the mechanisms of regulation of the cardiovascular system, about its ability to effectively respond to physical activity, and also reflects the degree of physical fitness of the body. To conduct the test, you need to rest for 5 minutes lying on your back, then calculate the heart rate in the supine position for 1 minute, then stand up and rest standing for 1 minute, and then calculate the heart rate in the standing position for 1 minute. Heart rate in a standing position is higher than in a prone position:

- the difference from 0 to 12 beats means a good state of physical fitness;

- from 13 to 18 strokes - satisfactory;

- from 19 to 25 strokes - unsatisfactory;

- more than 25 strokes may indicate overwork or illness.

Cooper test

The 12-minute running test, developed by the American doctor K. Cooper, is designed to determine the ability of the subject in endurance exercises. During the test, you need to run as far as possible. The test is carried out in a stadium or where it is easy to calculate the distance traveled. The results of this test are shown in Table 4.

Table 4

Assessment of fitness according to the Cooper test

|  |  |  |
| --- | --- | --- |
| Degree of readiness | Men under 30 | Women under 30 |
| Very weak | Less1.9 km | Less1.5 km |
| Weak | 1.9 -2.1 km | 1.5 -1.8 km |
| Satisfactory | 2.1 -2.4 km | 1.8 -1.9 km |
| Good | 2.4 -2.6 km | 1.9 -2.1 km |
| Excellent | 2.6 - 2.8 km | 2.1 -2.3 km |

To determine the state of the respiratory and cardiovascular systems, Stange and Genchi tests are used.

Stange test

The test is performed as follows: after a 5-minute rest while sitting, take 2-3 deep breaths and exhale, then take a full breath (80-90% of the maximum) and hold your breath. Time is recorded by a stopwatch from the moment of holding the breath until it stops. The average results of the Stange test are shown in Table 5.

Table 5

Average indicators of breath holding on inspiration

|  |  |
| --- | --- |
| Breath holding time, sec | Degree of fitness |
| 30 – 35 sec  40 – 55 sec  60 - 90 seconds or more | overwork or illness  for untrained people  for trained people |

With increasing fitness, the breath holding time increases.

Genchi test

The Genchi test is performed in the same way as the Stange test, only the breath is held after a full exhalation, table 6.

Table 6

Average values ​​of breath holding on exhalation

|  |  |
| --- | --- |
| Breath holding time, sec | Degree of fitness |
| 25 – 30 sec  40 - 60 seconds or more | for untrained people  for trained people |

An example of the execution of control tasks

I. Assessment of the level of physical development:

1. Determination of body type (Soloviev index)

Indicate your body type according to Table 1.

2. Determination of the weight-height indicator (Quetle index)

IR = calculate according to the formula, indicate your indicator and evaluate according to Table 2.

3. Determination of the Erisman exponent

Ie \u003d ... calculate according to the formula, indicate your indicator and evaluate

4. Definition of the Bornhard index

Calculate according to the formula and indicate your indicator

5. Determination of the index (Waist to Hip Rait) - waist-hips

etc. = ... calculate according to the formula, indicate your indicator and evaluate

6. Determination of the body strength index

And cr.t. = ...calculate according to the formula, indicate your indicator and evaluate according to Table 3.

II. Tests to determine the functional capabilities of the body:

1. One-time test (indicate your result and evaluate)

2. Orthostatic test (indicate your result and evaluate)

3. Cooper test (indicate your result and evaluate)

4. Stange test (indicate your result and evaluate)

5. Genchi test (indicate your result and evaluate)

**Evaluation criteria used in the current monitoring of students' progress.**

|  |  |
| --- | --- |
| **form of control** | **Evaluation criteria** |
| **oral questioning** | 5 points - the answer is evaluated, which shows a solid knowledge of the main issues of the studied material, is distinguished by the depth and completeness of the disclosure of the topic; possession of terminological apparatus; draw conclusions and generalizations, give reasoned answers, give examples; fluency in monologue speech, logic and consistency of the answer. |
| 4 points - the answer is evaluated, revealing a solid knowledge of the main issues of the studied material, distinguished by the depth and completeness of the disclosure of the topic; possession of terminological apparatus; draw conclusions and generalizations, give reasoned answers, give examples; fluency in monologue speech, logic and consistency of the answer. However, one or two inaccuracies in the answer are allowed. |
| 3 points - the answer is evaluated, indicating mainly knowledge of the material being studied, characterized by insufficient depth and completeness of the disclosure of the topic; knowledge of the main issues of theory; insufficient ability to give reasoned answers and give examples; insufficient fluency in monologue speech, logic and consistency of the answer. Several errors are allowed in the content of the answer. |
| 2 points - the answer is evaluated, revealing ignorance of the studied material, characterized by a shallow disclosure of the topic; ignorance of the main questions of the theory, inability to give reasoned answers, poor command of monologue speech, lack of logic and consistency. Serious errors in the content of the answer are allowed. |
| **project protection** | 5 points - project work is evaluated if it meets the goal and answers problematic questions. The results of the work, presented using computer tools, are designed in accordance with the rules. Oral presentation is logical, there are no grammatical and lexical errors.  During the oral presentation, answers were given to all questions that arose. |
| 4 points - project work is evaluated if the work meets the goal and answers some problematic questions. The results of the work presented using computer tools contain minor errors in the design. Oral presentation is logical, there are minor grammatical and lexical errors that do not interfere with the understanding of the material. During the oral presentation, answers were given to some questions of students. |
| 3 points - project work is evaluated ifdoes not accurately reflect the purpose of the project and its problematic issues. Oral presentation is not always logical, there are grammatical and lexical errors that make it difficult to understand. The speech completely repeats the text of the presentation or publication. The student finds it difficult to give correct answers to the questions posed. |
| 2 points - project work is evaluated ifdoes not reflect the purpose of the project and its problematic issues. The speech completely repeats the text of the presentation or publication. There are grammatical and lexical errors that make it difficult to understand. The student gives incorrect answers to the questions asked. |
| **examination**  **practical skills** | 5 points - the technique of performing practical skills without errors is assessed, demonstrating them independently. |
| 4 points - the technique of performing practical skills is assessed, allowing some inaccuracies (insignificant errors), which it independently detects and quickly corrects. |
| 3 points - the technique of performing practical skills is assessed, making some mistakes that can be corrected by the teacher when they are corrected. |
| 2 points - the technique of performing practical skills is assessed if the student cannot independently demonstrate the technique of practical skills or, when performing them, makes gross mistakes. |
| **performance of control exercises** | 5 points - the control exercise performed independently without errors is evaluated. |
| 4 points - the control exercise is evaluated, allowing some inaccuracies (insignificant errors), which it independently detects and quickly corrects. |
| 3 points - the control exercise is evaluated. Making some mistakes that can be corrected by the teacher when they are corrected. |
| 2 points - the control exercise is evaluated if the student cannot demonstrate it on his own or, when performing, makes gross mistakes. |
| **Test** | 5 points - given subject to 85-100% correct answers |
| 4 points - subject to 69-84% correct answers |
| 3 points - given subject to 51-68% correct answers |
| 2 points - is given subject to 50% or less correct answers. |

1. **Evaluation materials for intermediate certification of students**

Intermediate certification in the discipline in the form of a test is carried out:

project defense in the first year; for credit cards: in the second and fourth year in the form of an oral survey; in the fifth year in oral form and the form of demonstration of practical skills.

**Criteria used for assessing students at the intermediate certification to determine the credit ratingin the first year.**

**11-15 points.**The answers to the questions posed are presented logically, consistently and do not require additional explanations. The causal relationships between phenomena and events are fully revealed. Reasonable conclusions are drawn. Deep knowledge of basic legal acts is demonstrated. The norms of literary speech are observed.

**7-10 points.**The answers to the questions posed are presented in a systematic and sequential manner. The material is presented confidently. The ability to analyze the material is demonstrated, however, not all conclusions are reasoned and evidence-based. The norms of literary speech are observed.

**0-6 points.**Violations in the sequence of presentation are allowed. Definitions and concepts on this topic are not fully disclosed. Superficial knowledge of the issue is demonstrated, specific tasks are difficult to solve. There are difficulties with conclusions. Violations of the norms of literary speech are allowed.

**Criteria used for assessing students at the intermediate certification to determine the credit ratingin the second and fourth grade.**

**11-15 points.**The answers to the questions posed are presented logically, consistently and do not require additional explanations. The causal relationships between phenomena and events are fully revealed. Reasonable conclusions are drawn. Deep knowledge of basic legal acts is demonstrated. The norms of literary speech are observed.

**7-10 points.**The answers to the questions posed are presented in a systematic and sequential manner. The material is presented confidently. The ability to analyze the material is demonstrated, however, not all conclusions are reasoned and evidence-based. The norms of literary speech are observed.

**0-6 points.**Violations in the sequence of presentation are allowed. Definitions and concepts on this topic are not fully disclosed. Superficial knowledge of the issue is demonstrated, specific tasks are difficult to solve. There are difficulties with conclusions. Violations of the norms of literary speech are allowed.

**Project topics for testing the formed skills and abilities for the first course.**

* 1. On the way to success!
  2. Self-management.
  3. Spiritual culture as part of the self-organization of the individual.
  4. Preparation of a competitive specialist as the goal of modern education.
  5. "Traps" and "sinks" of time.
  6. "I'm in ten years" - self-development and self-determination of personality.
  7. Attention structuring technology.
  8. Yoga as a lifestyle.
  9. Yoga as a non-traditional method of treatment.

10.Chinese medicine as a health system in Russia.

1. Shaping and its effect on the body.
2. "Health oases" or all about health systems.
3. "Healthy lifestyle and alternative medicine".
4. Fasting for health.
5. Hardening of the body.
6. Respiratory gymnastics as the main type of health-saving technologies.
7. Modern health propulsion systems.
8. Autogenic training. Psychomuscular and psychoregulatory training.
9. The influence of music on man.
10. Water sports.
11. I choose sports!

**Questions to test theoretical knowledge in the discipline for the first year.**

1. The concept of time management and the causes of its deficit.
2. Basic methods in time management.
3. The essence of the Eisenhower method.
4. What is the Pareto principle?
5. B. Franklin's time management system.
6. What is the Time Manager system
7. Time manager concepts
8. Organization of time.
9. Techniques for effective work with information
10. Principles of competent thinking.
11. Operational self-regulation.
12. Competitiveness of the individual.
13. Comparative characteristics of students' competitiveness.
14. Why is it so important to be competitive in today's world?
15. Types of time wasters. Methods for their definitions.
16. What is goal setting?
17. Student's personal and professional goals.
18. Goal setting principles.
19. What is personal effectiveness? Its basis.
20. Pareto principle.
21. Eisenhower Matrix.
22. Mind maps or Mindmaps.
23. Franklin Pyramid.
24. ABCD method.
25. The concept and essence of control.
26. Typology and principles of control.
27. The structure of the control process.
28. Analysis as a function of managing one's actions.
29. The concept of the definition of "self-organization of personality".
30. Self-knowledge as the most important element of self-development.
31. Consciousness and self-awareness. The structure of self-consciousness.
32. Self-determination of personality. Its types, their main characteristics.
33. Stages of self-development management.
34. Definition of the concepts of self-education and self-training. Goals and objectives.
35. Types of self-control.
36. What is Indian Ayurveda? The emergence of Ayurvedic teachings.
37. The basic principles of traditional medicine - Indian Ayurveda.
38. The theoretical basis of Indian yoga. Principles of Indian yoga.
39. The theoretical basis of Chinese medicine.
40. The history of Chinese medicine as a health system in Russia.
41. The concept, theoretical basis and principles of "Taoism" in the philosophy of ancient China.
42. What is wu-shu? Wu-shu styles. Schools and directions.
43. Wellness direction in wu-shu. Benefit and harm.
44. The history of the creation of Calanetics. Methodology and rules of employment.
45. What is shaping? History of development. Varieties.
46. I.V. Prohortsev and his contribution to the development of shaping.
47. The influence of shaping on the human body.
48. Features of the "catabolic" stage.
49. Features of the "anabolic" stage.
50. What is "Isoton"? Its features.
51. The history of the emergence of "Isoton" as a Russian health system.
52. What does Isoton include as a system?
53. The concept of aerobics. History of occurrence.
54. Types and classification of aerobics.
55. Classification of physical exercises according to the nature of the impact on the human body.
56. Recommendations for the selection of physical exercises for aerobics.
57. What is fitness? History of occurrence.
58. Theory and methodology of fitness training
59. The impact of fitness on health and the human body. Indications and contraindications.
60. The concepts of "general" and "physical" fitness.
61. What is Stretching? Kinds.
62. Flexibility. Types of flexibility.
63. Efficiency and rules of Stretching.
64. Types of water sports.
65. The history of the development of water aerobics in Russia
66. Classification of recreational water aerobics. Kinds.
67. What is alternative medicine?
68. General ideas about alternative methods of treatment.
69. Classification of alternative medicine.
70. Medical fasting. Principles. Application area.
71. P. Bragg and the essence of his method of fasting.
72. Basic principles of the method of fasting according to P. Bragg. Advantages and disadvantages.
73. G. Shelton and the essence of his method of fasting.
74. What is hardening? History of its development.
75. Basic principles of hardening. Kinds.
76. What is the Reiki Method? History of its development.
77. Basic principles and objectives of the Reiki technique.
78. Types and features in the methodology.
79. Definition of the concept of a health system.
80. Types of health systems
81. Health system S. Kneipp.
82. Improving system "Baby" P. Ivanov.
83. What is the respiratory system? History of its development.
84. Basic principles of breathing exercises.
85. Types of breathing exercises.
86. Paradoxical gymnastics by A. Strelnikova.
87. Basic principles of gymnastics A. Strelnikova.
88. Types and features of paradoxical gymnastics.
89. Breathing exercises of Hatha Yoga.
90. Breathing exercises Body flex.
91. Breathing exercises K.P. Buteyko.
92. What is a massage? Self-massage?
93. The history of the development of massage and self-massage as health systems.
94. Basic principles of massage and self-massage.
95. Types and features of massage and self-massage.
96. Acupressure. The history of the development of acupressure as a health system
97. Basic principles of acupressure as a health system.
98. Types and features of acupressure.
99. Acupuncture points and how to locate them.
100. Technique and rules of acupressure.
101. Definition of the concept of acupressure. The history of the development of acupressure as a health system.
102. Basic principles of acupressure.
103. Types and features of acupressure.
104. Acupressure according to A. Umanskaya.
105. Periosteal therapeutic massage.
106. The effect of periosteal massage on pain points.
107. Propulsion systems. Basic principles.
108. Types and features of propulsion systems.
109. Improving motor system of N. Amosov
110. Structure and essence of N.M. Amosov "1000 movements".
111. A set of exercises according to the system of N. Amosov.
112. Health system A. Mikulin.
113. Physiological impact of vibro-gymnastics on the human body. Methodology for performing vibbro-gymnastics.
114. Improving the motor system of K. Cooper?
115. Non-traditional forms of physical culture.
116. Definition of the concept of UV irradiation. Kinds. Impact.
117. Relaxation therapeutic and prophylactic gymnastics.
118. Autogenic training.
119. functional music. Kinds. The influence of functional music on the human body.
120. Preventive and curative properties of music.

**Questions to test theoretical knowledge in the discipline for the third year.**

1. Basic concepts of AFK.
2. Domestic and foreign history of AFC.
3. History of AFK in individuals with hearing loss.
4. History of adaptive physical education and adaptive sports for persons with visual impairment.
5. History of adaptive physical education for persons with intellectual disabilities.
6. Special Olympic Movement.
7. Subject, goals and objectives of AFC
8. AFK for persons with ODA lesions
9. Peculiarities of AFC for persons with musculoskeletal disorders
10. A history of adaptive sports for persons with hearing loss.
11. Features of sports for persons with hearing impairment.
12. A history of adaptive sports for visually impaired individuals.
13. Features of sports for visually impaired persons.
14. A history of adaptive sports for persons with intellectual disabilities.
15. Features of sports for persons with intellectual disabilities.
16. Adaptive sports? Features and types of adaptive sports.
17. Adaptive motor recreation.
18. adaptive tourism. Features and types of adaptive tourism.
19. Features and types of adaptive tourism.
20. TOcorrectional-developing classes. Features and types.
21. Classifications of special correctional and developmental classes
22. Feature of employment in recreational activities
23. What's Includedtherapeutic and preventive and rehabilitation measures?
24. Features and types ltherapeutic and preventive and rehabilitation measures?
25. Advantages and disadvantages of treatment-and-prophylactic and rehabilitation measures during recreational activities
26. Classifications of treatment-and-prophylactic and rehabilitation measures
27. Classification of simulators in AFC
28. Features and benefits of AFK simulators
29. Popular types of simulators
30. What is included in a swimming lesson with people with disabilities?
31. Features and types of swimming for people with disabilities.
32. What is recreational diving?
33. Features and types of recreational diving.
34. Advantages and disadvantages of recreational diving.
35. What is included in the adaptive-motor recreation?
36. Features and types of sports and game programs in adaptive motor recreation.
37. Advantages and disadvantages of treatment-and-prophylactic and rehabilitation measures during recreational activities.
38. The main types of recreational games with elements of individual confrontation.
39. Badminton as one of the types of recreational game with elements of individual confrontation.
40. Tennis as one of the types of recreational game with elements of individual confrontation.
41. Billiards as one of the types of recreational games with elements of individual confrontation.
42. Types of recreational games with elements of collective confrontations.
43. Water polo as one of the types of recreational game with elements of collective confrontation.
44. Volleyball as one of the types of recreational game with elements of collective confrontation.
45. Basketball as one of the types of recreational game with elements of collective confrontation.
46. What is peterbasket?
47. Peterbasket features.
48. Rules and refereeing of piterbasket.
49. What is a goalball?
50. What is a torball?
51. Peculiarities of refereeing and rules of goalball and torball
52. Features of the game for people with cerebral palsy.
53. Rules and refereeing.
54. Differences of this type of football and the main advantages.
55. What does sled hockey include?
56. Basic rules and refereeing of this game
57. What is special about this sport?
58. Refereeing features and basic rules of sitting volleyball
59. What is squash?
60. Basic rules and refereeing of this game
61. The main types of adaptive dances
62. Dancing in wheelchairs
63. Rhythmic gymnastics in wheelchairs
64. Psychological, motor aspects
65. What does rhythmic gymnastics on wheelchairs include?
66. Age category of wheelchair rhythmic gymnastics
67. Types of dance exercises for persons with POD
68. Features of adaptive dances for persons with POD
69. What does adaptive tourism include?
70. The main forms of organizing tourist events
71. Weekend hikes
72. Multi-day hikes of physical culture and sports orientation
73. Features of this adaptive motor recreation
74. Hippotherapy by P. Matthias
75. Significance of human-animal interaction
76. Equestrian sport as one of the main types of adaptive motor recreation based on the interaction of a person with an animal
77. What is hippotherapy?
78. Features of hippotherapy for persons with intellectual disabilities
79. Main types
80. Features of hippotherapy for persons with POD
81. Main types
82. The main points of the safety briefing.
83. Adaptive physical rehabilitation. Types, concepts and advantages.
84. What does adaptive physical rehabilitation include?
85. Features, goals, tasks of the PRA
86. What does it includemassage as a kind of physical rehabilitation?
87. The main types of massages
88. Massage as a health system

**Questions to test theoretical knowledge in the discipline for the fourth year.**

1. What is intelligence? Intellectual game?
2. Classification of games.
3. Types of intellectual games
4. Peculiarities of refereeing and basic rules
5. What is chess?
6. The emergence of chess in Rus'.
7. The development of chess theory.
8. Current state and prospects.
9. Referee features.
10. Chess as a sport.
11. Board and starting position. Rules.
12. Description of the figures. Their classification.
13. Comparative strength of figures.
14. Initial arrangement of figures.
15. Names.
16. Basic rules of the game
17. Basic moves of pieces
18. Ways to capture pieces
19. Game maneuvers
20. The concept of a chess game.
21. Her goal.
22. The essence of the game with all the pieces from the starting position.
23. Description of the figures.
24. Who is worth how much?
25. Hierarchy of chess pieces.
26. How many stages is a chess game divided into?
27. What are these stages called? How do they differ from each other?
28. The purpose and task of each party.
29. What is an opening in chess?
30. Debut strategy.
31. Classification of debuts.
32. What's happenedmiddle game in chess?
33. Elements of strategy in the middlegame.
34. Creating weaknesses in the enemy.
35. Attack on the king.
36. What is an endgame in chess?
37. What characterizes the endgame?
38. Field, pieces, moves.
39. Starting position.
40. Castling rules.
41. Analysis.
42. Definition of the concept of a chess combination.
43. Combination classification. Her role in the game
44. Combination example.
45. Definition of the concept of blitz.
46. Purpose of the event.
47. What are checkers?
48. History of the checker game.
49. Checkers classification.
50. Chess terms.
51. The emergence of checkers in Rus'.
52. Russian checkers.
53. International checkers.
54. Checkers as a sport.
55. General principles.
56. Planning and organizational forms.
57. Panel of judges.
58. Rules of the game.
59. Mistakes and penalties. Free throws.
60. Theory of sports competitions.
61. Competition classification.
62. Primary and secondary functions of competitions.
63. Types of competitions.
64. Definition of team competition.
65. Classification of judges.
66. The role of the judge.
67. Mistakes and penalties.
68. What is analysis? Introspection?
69. What is the role of introspection in a drafts game?
70. Analysis of typical positions.
71. Definitions of the concept of backgammon.
72. History of backgammon.
73. Spreading.
74. Rules of the game.
75. Inventory.
76. Combinations.
77. Difference from short backgammon.
78. The purpose of the game.
79. Prohibited actions.
80. Features of the move.
81. What is a bridge?
82. History of occurrence.
83. Bridge in Literature.
84. Game progress.
85. Preparing for the game.
86. General rules.
87. Sports bridge.
88. Match.
89. Pairs Tournament.
90. Rating and rank system in bridge.
91. Definition of the sports intellectual game Go.
92. Story. Spreading.
93. Bridge as an Olympic sport
94. Game Features
95. Basic rules of the game
96. What is Go?
97. Age category of this game
98. History of Go development
99. Basic rules of the game
100. Refereeing Features
101. Main rules of the game
102. What are Go competitions?
103. Party features
104. Refereeing Basics
105. The main types of folk intellectual games
106. Basic rules of these games
107. The history of the development of these games in different nations
108. Basic rules of the game "Own game"
109. Basic rules of the game "What? Where? When?"
110. Basic rules of the game "Where is the logic?"

**Sample record card for the third, fourth year**

FEDERAL STATE BUDGET EDUCATIONAL INSTITUTION OF HIGHER EDUCATION

"ORENBURG STATE MEDICAL UNIVERSITY" OF THE MINISTRY OF HEALTH OF THE RUSSIAN FEDERATION

Department of Physical Culture

direction of training (specialty)

Medical business

discipline health-improving and educational training

**RECOGNITION TICKET No. 1**

1. Definition of adaptive physical culture. Domestic and foreign history of adaptive physical culture.

Head of the Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (M.A. Ermakova)

Dean of the Faculty\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (A.O. Mironchev)

"\_\_\_\_" \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 20\_\_

**List of equipment used for intermediate certification.**

Gymnastic mats, gymnastic rugs, gymnastic benches, hoops, gymnastic sticks, travel equipment, medicine balls, stopwatches, chess and chessboard, checkers.

**Correspondence table of learning outcomes in the discipline and assessment materials used in the intermediate certification.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No. | Tested Competence | Competency achievement indicator | Descriptor | Control and evaluation tool (question/practical task number) |
| 1 | UK - 7 Able to maintain the proper level of physical fitness to ensure a full-fledged professional social and professional activity | Ind.UK7.1. The ability to use the methods and principles of physical training and education to increase the adaptive reserves of the body, improve health | Possess practical skills in choosing methods and principles for health promotion, physical self-improvement for successful implementation in the professional sphere. | Questions for the first course No. 1-120  Questions for the second year No. 1-88  Questions for the fourth year No. 1-110 |
| Know the methods of strengthening individual health and physical self-improvement of the body; principles of development of physical training for health promotion. | Questions for the second year No. 1-120  Questions for the third year No. 1-88  Questions for the fourth year No. 1-110 |
| Ind.UK7.2. The ability to master the algorithm for restoring social and professional activity using the methods of physical culture | To be able to develop an individual motor mode, control and regulate the functional state of the body when performing physical exercises | Questions for the second year No. 1-120  Questions for the third year No. 1-88  Questions for the fourth year No. 1-110 |
| Know the Basics of jogging and Nordic walking; types of stretching; fundamentals of the method of breathing exercises; types of self-massage; rules of chess and checkers. | questions for the second year №1-120 |

**4. Guidelines for the use of the score-rating system.**

The point-rating assessment of educational achievements of students in the discipline is applied in accordance with Regulation P 087.03.-2020 "The procedure for mastering disciplines (modules) in physical culture and sports" p. 11