federal state budgetary educational institution

higher education

"Orenburg State Medical University"

Ministry of Health of the Russian Federation

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

GENERAL PHYSICAL PREPARATION

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, as well as 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.**

**Assessment materials throughout the discipline**

Control standards

Youths

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. p / p | semester | Tests (tests)  Points | 5 | 4 | 3 | 2 | 1 |
| 1 | autumn | 30m run (s) | 4.3 | 4.6 | 4.8 | 5.0 | 5.2 |
| Or 60m run (s) | 7.9 | 8.6 | 9.0 | 9.3 | 9.6 |
| Or 100m run (s) | 13.1 | 14.1 | 14.4 | 14.8 | 15.0 |
| 2 | autumn | 3000m run (min, s) | 12.0 | 13.50 | 14.30 | 15.0 | 15.40 |
| 3 | spring | Long jump from a place with a push with two legs (cm) | 240 | 225 | 210 | 205 | 195 |
| 4 | autumn | Pull-ups from the hang on the high bar (number of times) | 15 | 12 | 10 | 8 | 6 |
| Or flexion and extension of the arms in emphasis lying on the floor (number of times) | 44 | 32 | 28 | 25 | 22 |
| Or kettlebell snatch 16kg (number of times) | 43 | 25 | 21 | 19 | 15 |
| 5 | autumn-spring  \*First course | Swimming 50 m (min, s) | 0.5 | 1.00 | 1.10 | 1.20 | Without vr. |
| 6 | spring | Tilt forward from a standing position on a gymnastic bench (cm) | 13 | 8 | 6 | 4 | 0 |
| 7 | spring | Cross-country skiing 5000m (min, s) | 22.0 | 25.30 | 27.0 | 29.0 | 30.0 |
| Or cross country 5km (min,s) | 22.0 | 25.0 | 26.0 | 27.3 | 28.0 |

girls

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| No. p / p | semester | Tests (tests)  Points | 5 | 4 | 3 | 2 | 1 |
| 1 | autumn | 30m run (s) | 5.1 | 5.7 | 5.9 | 6.4 | 7.0 |
| Or 60m run (s) | 9.6 | 10.5 | 10.9 | 11.2 | 11.6 |
| Or 100m run (s) | 16.4 | 17.4 | 17.8 | 18.2 | 18.8 |
| 2 | autumn | 2000m run (min, s) | 10.5 | 12.3 | 13.1 | 14.0 | 14.8 |
| 3 | spring | Long jump from a place with a push with two legs (cm) | 195 | 180 | 170 | 165 | 160 |
| 4 | autumn | Pull-ups from the hang on the low bar 90 cm (number of times) | 18 | 12 | 10 | 8 | 6 |
| Or flexion and extension of the arms in emphasis lying on the floor (number of times) | 17 | 12 | 10 | 8 | 6 |
| 5 | autumn-spring  \*First course | Swimming 50 m (min, s) | 1.0 | 1.15 | 1.20 | 1.30 | 1.50 |
| 6 | spring | Tilt forward from a standing position on a gymnastic bench (cm) | 16 | eleven | 8 | 6 | 4 |
| 7 | spring | Cross-country skiing 3000m (min, s) | 18.0 | 19.4 | 21.0 | 22.0 | 24.0 |
| Or cross country 3km (min,s) | 17.3 | 18.3 | 19.15 | 20.0 | 22.0 |

control exercises.

**1 module**

**1.1.**Performing specially running exercises (10 exercises).

1) running with high hips.

2) running with an overlap of the lower leg.

3) side run pr., lev. sideways.

4) cross-country running, etc., lion. sideways.

5) running backwards.

6) jumps with moving forward.

7) running with swings of straight legs forward.

8) running with swings of straight legs to the sides.

9) running with swings of straight legs back.

10) acceleration.

**1.2.**Implementation of the outdoor switchgear complex on site (exercise 10-15).

|  |  |
| --- | --- |
| **Content** | **Quantity** |
| 1.I.p. - arms up, feet shoulder-width apart, rest your feet on the floor, hands pointing to the ceiling. 1-4 - tighten your muscles, lower your arms and lean forward; 5-8 - relaxation | 6–8 times |
| 2.I.p. - feet shoulder-width apart, hands to the shoulders. 1 - bring your elbows together;  2 - i.p. | 8–12 times |
| 3.I.p. - hands in front of the chest, elbows at shoulder level. 1-2 - jerking the hands in front of the chest, do not lower the elbows; 3-4 - arms to the sides | 8 times |
| 4.I.p. - Feet shoulder width apart, arms along the body.  1-2 - clasp hands behind the back, right hand on top, left hand on the bottom;  3-4 - vice versa (back is straight) | 4-6 times in each direction |
| 5.I.p. - Feet shoulder-width apart, hands on the belt. 1 - tilt forward, arms forward;  2 - tilt slightly lower, arms to the sides;  3 - tilt down, reach the floor with your hands;  4 - i.p. | 6–8 times |
| 6.I.p. - feet shoulder-width apart, arms to shoulders. 1-4 - rotation of the arms forward, connecting the elbows; 5-8 - rotation of the arms back, connecting the shoulder blades | 4–6 times |
| 7.I.p. - feet shoulder-width apart, arms to the sides. 1 - arms forward, raise the right leg, touch the hand; 2 ip;  3-4 - the same with the other leg (watch for a straight back in ip, when raising the leg - exhale, while straightening the body - inhale) | 6–8 times |
| 8.I.p. - feet shoulder-width apart, hands on the belt. 1 - squat, hands forward (imagine an emphasis with brushes on the wall - exhale);  2 - i.p. (inhale) | 8–12 times |
| 9.I.p. – o.s. Jumps in combination with hand movements 1-6 - alternately raise your hands to the belt, then to the shoulders and up;  7–12 - the same back | 1 min. |
| 10.I.p. - Feet shoulder width apart, arms up. Strongly rest your feet on the floor, your hands are directed strictly to the ceiling. 1–4 - strain your muscles strongly, lower your arms and lean forward;  5-8 - relaxation (gradually lower your hands down) | 6–8 times |

**1.3.**Implementation of the outdoor switchgear complex on the move (exercise 10-15).

1)Movement in a circle, shoulders straightened, chin raised.

2)Hands to the sides, circular movements in the carpaljoint, forward - backward, 1 circle.

3)Hands to the sides, circular movements in the elbow joint, inward - outward, 1 circle.

4)Circular movements in the shoulder joint, forward - backward, rising on the swing forward on the toes, 1 circle.

5) Phands to the sides, shaking movements up and down with turning the palm up and down, 1 circle.

6)Hands up, reach for your hands, shaking movements with your hands with a changeable position of the palm inward - outward, 1 circle.

7)Hands are straight, take back as much as possible, shaking movements with a change in the position of the palm forward - backward, 1 circle.

8)Hands in front of the chest, turn left - right, without turning the pelvis, 1 circle.

9)Hands up to the castle, bending back, 1 circle.

10)Hands behind the back in the lock, jerks up, 1 circle.

eleven)Close your hands behind your back, small swaying movements with your elbows forward - backward, then slowly change the position of the hands, 2 circles

12)Hands on the belt, walking on toes, hands up the same, hands behind the back the same, 3 circles.

13)"Sharp step", hands on the belt, 1 circle.

14)"Wide step", hands on the belt, 1 circle.

15)Walking in a half squat, also in a full squat, 0.5 circle.

**1.4.**Performing an alternating two-step ski run (passing a distance of 500m).

To perform this move, you need to tilt your torso forward a little and take a sliding step forward with your left foot. In this case, you need to push off with your right foot and at the same time take out a slightly bent right hand with a stick forward. The brush is at shoulder level, the stick is placed on the snow near the toe of the boot. The left hand finishes the repulsion, it is extended back and down. After the push, the ski breaks away from the snow, the foot rises by 10 cm. It is necessary to slide alternately, then on the left, then on the right foot, smoothly transferring body weight to the supporting leg and pushing off with sticks with pressure.

**1.5.**Performing dribbling in basketball with a snake (distance 20m.).

Dribbling is a technique in which a player with one hand sends the ball to the floor with a jerky movement. The head should be raised and the gaze directed forward. In basketball, dribbling is most often used with regular and reduced ball bounces. When dribbling the ball with a normal, medium-height bounce, the basketball player moves on slightly bent legs, the torso is slightly tilted forward, the arm that dribbles the ball is bent at the elbow (the forearm is parallel to the court), the hand with freely spaced fingers meets the bouncing ball and is superimposed on the ball from above. Push". The kicks of the ball are performed evenly, in coordination with the speed of advancement and somewhat to the side of the player. It is necessary to strive to ensure that the hand accompanies the ball for as long as possible, and this contributes to good control of the ball and better control of it. For fast movement, dribble with a high rebound of the ball is used. Dribbling with a reduced rebound is performed by a player in a lower stance and meets the ball rebounding from the court earlier. This is achieved by moving the hand with an almost straightened arm. It is used when it is necessary to change the rhythm of the lead, if the defender is close.

**1.6.**Performing a free throw in basketball for accuracy (10 shots).

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

**2 module**

**2.1.**Performing a long jump in full coordination.

Preparation for repulsion: the student approaches the repulsion line, the feet are placed shoulder-width apart or slightly narrower than shoulder-width, then the athlete raises his arms up slightly back, simultaneously bending in the lower back and rising on his toes. After that, smoothly, but quickly enough, lowers his arms down and back, at the same time lowers himself on the entire foot, bends his legs at the knee and hip joints, leaning forward so that the shoulders are in front of the feet, and the hip joint is above the toes.

The arms laid back are slightly bent at the elbow joints. Without lingering in this position, the athlete proceeds to repulsion.

It is important to start repulsion at the moment when the body of the jumper is still descending by inertia down, i.e. the body moves down, but extension in the hip joints is already beginning, while the arms are actively and quickly carried forward slightly upward in the direction of the jump.

Next, there is extension at the knee joints and flexion at the ankle joints. The repulsion ends at the moment the feet leave the ground.

**2.2.**Performing drills, formations, rebuildings.

### Construction techniques on site.

1. "Equal!" Everyone except the right flank on this command turns his head to the right so that everyone sees the chest of the fourth person, considering himself the first.

2. "Attention!". At this command, you need to stand straight in the ranks, without tension, heels together, socks deployed along the front line to the width of the foot.

3. "At ease!" At this command, you need to stand freely, loosening the right or left leg at the knee, but do not move away and do not talk,

4. "Right / left / - at ease!". This command is applied in an open system. Those involved put the named leg a step to the side, distributing the weight of the body on both legs and put their hands behind their backs.

5. "Set aside!" For the given command, the preceding provision applies.

6. "To the left!". Those involved turn towards the left hand on

left heel and right toe / one / and put the right to the left, lowering to the full foot / two /.

7. "To the right!". Those involved turn towards the right hand on the right heel and left toe / one / and put the left to the right / two /.

8. "All around!" The turn is carried out in the direction of the left hand on the left heel, right toe 180 / times / and put the right foot to the left / two /.

### On-site changes.

1. Rebuilding from one line to two. First, the command is given: "On the first - second - settle!". Then the command is given: "In two lines - build!". On this command, the second numbers take a step left back /one/ with the right to the right behind the first numbers /two/ and put the left one /three/. When learning, it is necessary to give a count of 1,2,3. During the reverse rebuilding, the command is given: "In one line - build!". At this command, the second numbers take a step left to the side / one /, right forward / two / and put the left one / three /.

2. Rebuilding from one line to three. The command is given: "Three-calculate!"

Then the second command: "In three lines - line up!" On this command, the second numbers stand still, the first numbers take a step forward with the right / one /, with the left to the side / two / and, putting the right to the left / three /, stand in front of the second numbers. The third numbers take a step back with the left /one/, with the right to the side /two/ and, putting their left foot /three/, stand in the back of the head of the second numbers. For the reverse rebuilding, the command is given: "Line up in one line!". Rebuilding occurs in reverse order.

3. Rebuilding from the line "ledges".

Depending on how many ranks you need to build and the appropriate command is given: "On 9, 6.3 in place - settle!". - The second team: "According to the calculation step - march!"

Those involved go to the number of steps they are supposed to take and put their foot on. The teacher makes a count until the moment when the first line puts a foot /making a count of 7, or 10/. For the reverse formation, the command is given: "Circle!", And then: "To their places with a step-march!". At this command, all those leaving the line turn around, go to their places in one line and make a turn around.

4. Rebuilding from one column to three "ledged".

After a preliminary calculation of three, the command is given: "The first numbers are two / three, four, etc. / steps to the right, the third numbers are two / three, four, etc. / steps to the left, step march!" Rebuilding is done in incremental steps. For the reverse rebuilding, the command is given: "To your places with a step - march!" Rebuilding is done in incremental steps.

### Changes in motion.

1. Rebuilding from a column one at a time to a column of two, three, etc. with a turn in motion. When a group moves to the left around, as a rule, a command is given on the upper or lower border of the hall: "In a column of two / three, etc. / to the left - march!" After turning the first deuce, the next ones make a turn on their own. For the reverse rebuilding, commands are given: "To the right!", "(to the left bypass; to the left, in a column one at a time) step-march!".

2. Rebuilding from a column one at a time into columns of two, four, eight by crushing and mixing. Rebuilding is done on the move. The command: "Through the center - march!", As a rule, is given in one of the middle of the hall. The command: "Into the column one by one to the right and left around - march!" On this command, the first numbers go to the right, the second numbers to the left bypass. Team: "In a column of two through the center - march!" The command is given when the columns meet in the middle of the hall where the rebuilding began. Continuing the crushing and reduction, you can build columns of four, eight, etc. The reverse rebuilding is called dilution and merging. For example, rebuilding from a column of two to a column of one. Commands: "In columns, one at a time to the right and left, bypassing step by step - march!

**2.3.**Performing a simultaneous two-step move (passing a distance of 500m).

It is based on two sliding footsteps with simultaneous removal and repulsion with sticks. Sliding step with the left foot to carry sticks forward. Stepping with your right foot, put the sticks on the snow forward in rings and, pushing off with your left foot, start pushing off with the sticks, tilting them forward and down. The push ends with the addition of the left leg and a strong tilt of the torso. This move is easier to perform on three counts.

**2.4.**Performing top and bottom passes in volleyball (in pairs, 20 passes).

Top gear is most often used at the net for an attacking shot as a second touch of the ball. This requires the players to timely, accurately reach the ball and adopt a comfortable stance: the legs are bent at the knees and shoulder-width apart, the arms are bent and pushed forward, the hands are laid back, turned towards each other and are at shoulder level.

The transfer begins with the extension of the legs, in which the torso and arms are sequentially included.

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

The transfer ends with a springy movement of the fingers and hands, due to which the ball is pushed in a new direction. At the same time, the legs are almost completely straightened at the knee, and the arms at the elbow joints.

The ratio of yielding and guiding (overcoming) movements of the hands at the time of the transfer largely depends on the oncoming speed of the ball and on the distance of the transfer. The greater the oncoming speed, the more intense and shorter the movement of the hands. In transmissions over a short distance, the amplitude of movements of the hands decreases, but the movements of the hands and fingers are more active (carpal method).

Performing a lower gear:

1. Before passing, the feet are at the same level, or one in front of the other by 0.5 feet. Feet at least shoulder width apart.
2. When passing forward, the torso is tilted forward (in all phases), when passing behind the back, it is vertical.
3. The legs are bent at the knees, they begin to straighten before the arms.
4. Before passing, the arms (forearms and hands) are at waist level, elbows in front of the body.
5. The brushes are folded into the lock and lowered.
6. The arms are straightened at the elbows and tightly folded. The ball is taken on the forearms, just above the wrist joints. The position of the hands allows the player to visually control the ball at the moment of reception.
7. When receiving a ball flying away from the player, the shoulder closest to the ball is raised before the arms fold.
8. After receiving, the hands remain in the receiving position, or slightly accompany the ball.

**2.5.**Performing a bottom serve in volleyball (over the net, 6 innings).

### Leg and body position

Place your feet shoulder-width apart. Push your left leg forward (left-handers put their right leg forward), and then bend your legs while in the floor squat. Now you are stable on your feet and have enough mobility to orient yourself if you unsuccessfully toss the ball. Point your upper body slightly forward to increase the chance of the ball hitting the court.

### Brush

When performing a bottom serve in volleyball, it is required to clench the brush into a fist. Move your thumb to the side. If it is located on top of the fist, then the trajectory of the ball will be unpredictable, and it will fly into touch. It is recommended to form a flat plane of the fist, since the blow falls precisely on this part.

### Hand position

When serving, the hand should move parallel to the floor. The second condition is the observance of a straight line, starting from the moment of the swing and ending with the swing movement towards the site. Submission under the back line is performed by moving the arm to shoulder level.

The amplitude of hand movements will allow you to adjust the range of the ball. If you want to send the ball to a three-meter line, then move your hand 90 degrees (perpendicular to the court).

### ball toss

Strengthen your hand before you start serving. In order to successfully put the ball into play, the arm must be straight. The ball is thrown to a height of no more than 20 centimeters. The chest will serve as a guide. The player must toss the ball at the level of this part of the body.

### Innings

Swinging movements of the hand must be done smoothly. When the arm reaches the level of the belt (assuming bent legs and tilting the torso forward), you need to stop the movement of the arm, otherwise the ball will hit the ceiling.

**2.6.**Performing an overhead serve in volleyball (over the net, 6 innings).

1. Starting position: with the left foot, the player stands firmly with the whole foot, while the right foot rests on the toe located on the line of the heel of the left foot.

2. With a bent left hand, the player holds the ball at the level of the chin, i.e. lower part of the face. At the same time, the right hand is raised.

3. Start starts with the right foot: the first step is taken, with the heel forward, with which the player touches the floor, after the feet and the second step is quickly taken with the left foot, again resting on the heel. The ball is tossed up 30 or 40 cm from the palm of the outstretched hand, and a step is taken to the support.

4. All player movements and actions will be correct provided they merge into one movement

5. It is necessary to hit strictly from that side of the ball, which is opposite to the desired direction of the ball's flight.

6. The blow is carried out with the palm of the hand (only with the palm of the hand), the player's hand must be sufficiently firm in the wrist joint (hard hand), for this it must be strained as much as possible. During the strike, the arm is straightened.

After hitting the ball correctly, the arm continues to move freely forward in the chosen direction of the ball's flight.

7. The ball is usually thrown with one hand and vertically upward, slightly ahead, to a height of about 50 cm, the blow must be made at the highest point of the ball's flight path.

**3 module**

**3.1.**Running not short distances (30m in full coordination).

Low start- the most common way to start sprinting, as it allows you to start running faster and develop maximum speed in a short stretch. To ensure the comfort and strength of the leg support, starting blocks or starting machines are used.

The most optimal is this method of installing starting blocks, when the front block for the strongest (jogging) leg is set at a distance of 1.5 feet from the start line, and the back - at a distance of 1-1.5 feet from the front (or at a distance of the length of the lower leg from the front block). The support platform of the front block is inclined at an angle of 45-60°, the rear one - at an angle of 60-80°. The distance between the pads in width is usually equal to the length of the foot.

At the command: "To the start!" the student steps over the starting line and stands so that the blocks are behind him. Next, the student squats, puts his hands on the ground, rests with the foot of the strongest leg against the support pad of the rear block. Then he gets down on the knee of his leg resting on the back block, pulls his hands over the starting line and puts them close to it in such a way that the support of the body falls on the hands, the thumbs are turned inward, and the rest are turned outward (you can lean on the hands with bent fingers).

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

On command: "Attention!" the student lifts the knee of the leg resting against the back block from the ground, raises the pelvis slightly above the shoulders and moves the body forward and upward. The weight of the body moves to the hands and the front leg. Move from the position "On the start!" to the position "Attention!" follows smoothly. Then you need to stop all movements, waiting for a shot or a command: “March!”.

After a shot or a command: "March!" the student takes his hands off the track and at the same time pushes off the blocks. The standing leg comes off the block first, which is carried forward and slightly inward with the thigh. To reduce the time and path of the foot from the block to the place of its placement on the ground, the first step should be creeping, i.e. you need to carry the foot as close to the ground as possible.

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

**Start run.**In order to achieve the best result in the sprint, it is very important after the start to quickly achieve a speed close to the maximum in the phase of the starting run.

**Distance running.**By the time the highest speed is reached, the runner's torso is slightly (72-80 °) tilted forward. During the running stride, the amount of incline changes. During the repulsion, the inclination of the torso decreases, and in the flight phase it increases.

Finishing.It is necessary to try to maintain the maximum speed in running for 100 and 200 meters until the end of the distance, however, in the last 20-15 meters of the distance, the speed usually decreases by 3-8%.

The run ends at the moment when the runner touches with his torso a vertical plane passing through the finish line. The runner first touches the ribbon (thread) stretched at chest height above the line marking the end of the distance. In order to touch it faster, at the last step you need to make a sharp tilt with your chest forward, throwing your hands back. This method is called "breast throw".

**3.2.**Shuttle run (in full coordination 4x10m.).

The exercise is performed at maximum speed from the “March” command until the athlete crosses the finish line. Since the distance to overcome is small, the position of the body is of particular importance, from the very start, it is necessary to coordinate the work of the arms and legs as much as possible.

It is unacceptable to carry out a complete straightening of the body in such a short segment, the body of the body must be constantly tilted forward. The arms move parallel to the body, while it is advisable not to extend the arms at the elbows. When overcoming 5-7 meters, it is gradually necessary to reduce acceleration and prepare for the start of braking and turning.

Braking should be carried out intensively, while it is necessary to direct part of the effort to choosing the position of the body in order to carry out a turn with the least losses while taking up a position for the start.

The final step in the execution of the element will be touching the line. The touch is carried out by hand, in such a way that after it the student assumes a low start position.

Special attention to the finish. Such “ragged” segments of the distance do not allow the athlete to accelerate at full strength, because when running short distances of 100-200 meters, athletes accelerate the first 10-15 meters, in which the body position gradually takes a vertical position, and steps are almost 1/3 shorter than a normal mid-distance stride.

However, when performing this exercise, no matter how many segments need to be overcome, the last segment is important in terms of the final result. This is due to the fact that during its passage it is no longer necessary to reduce speed and carry out a U-turn. Experienced athletes use this feature, paying great attention to the last section in training, from the moment of the turn to the crossing of the finish line.

**3.3.**Perform knitting knots (3 tourist knots at the student's choice).

simple knot

A simple knot used to connect ropes and is a component of many knots, it can also be tied at the end of a rope to prevent it from unraveling. Perhaps this is the simplest of all knots and the smallest. But when the cable is pulled, the knot is strongly tightened and sometimes it is difficult to untie it. A simple knot strongly bends the rope, which reduces the strength of the cable by more than 2 times. But, nevertheless, this is the most popular node.



Straight Knot (Reef)

A straight knot is used to connect ropes of approximately the same diameter. It is not safe to tie ropes of different diameters with this knot, as a thin rope will tear a thicker rope. The direct knot was known as early as five thousand years BC in Egypt. And the ancient Greeks and Romans called him Hercules, because this is how the mythical hero Hercules tied the skin of a lion on his chest. The straight knot has four knitting options, but it is enough to know and be able to knit one of them. Control nodes are required at the root ends.



Hunter's Knot (Hunter's Knot)

In 1968, English doctor Edward Hunter (Edward Hunter) accidentally invented a knot that holds perfectly on cables and even on synthetic fishing line. In essence, it was a successful interlacing of two simple knots tied at the ends of two ropes. This invention caused a sensation in certain circles, and British patent experts issued a patent for this invention to Edward. The Hunter knot is held on all ropes, especially on soft ones, as well as on ribbons and fishing lines. The author of the book "Sea Knots" L. N. Skryagin gave this knot a different name - "Hunting Knot" since the surname Hunter is translated from English as a hunter.



counter eight

Another of the oldest knots for tying two ropes. This knot has another name "Flemish knot". This is a reliable and durable knot, it practically does not reduce the strength of the rope. To begin with, a figure eight is knitted at the end of one of the ropes, and then all the bends of the figure eight on the first rope are repeated with the running end of the second rope and passed towards the root end. After that, tighten. The counter eight is relatively easy to untie.



knot grapevine

Grapevine is the strongest of the knots designed for tying ropes of the same diameter. This knot has the lowest rope loosening ratio of 5%, other knots do not have such indicators. When tying the Grapevine knot, you can do without control knots, it still remains quite safe.

and etc.

**3.4.**Performing a simultaneous one-step move (passing a distance of 500m).

1) After the end of the push with the hands, the skier slides on skis.

2) Slowly straightening up, brings the sticks forward.

3) Having previously transferred the body weight to the left leg, the skier performs a push with the left leg at the same time as placing the poles on the snow.  
4) At the end of the push with the foot, the repulsion with the hands begins, which is performed in the same way as in other simultaneous moves.  
5-6) The skier slides on the right ski, continuing to push with his hands. The left leg is moved forward with an active swing movement and is attached to the supporting leg.

at the end of the hand push.

7) The hand push is over, the skier slides on two skis.

The cycle of movements is repeated.

**3.5.**Perform a stop and pass of the ball in football (in pairs, 10 passes and stops in any way).

Stopping the ball with the foot (sole, inside of the foot, middle of the instep, etc.)- done in a variety of ways. The main phases of movement are common to all methods.

Preparatory phase- acceptance of the starting position. It is characterized by a single support posture. Body weight on a supporting leg that is slightly bent for stability. The stopping leg is sent towards the ball and turns to it with a stopping surface.

Working phase- yielding (shock-absorbing) movement with the stopping leg, which is somewhat relaxed. The cushioning path depends on the speed of the ball. If the speed is low, then the stop is carried out with a relaxed leg without yielding movement.

At the moment of contact of the ball and the stopping surface (or a little earlier), a backward movement begins, which gradually slows down, and the ball speed is extinguished.

Final phase- Acceptance of the starting position for subsequent actions. The BCT is transferred to the side of the stopping leg and the ball. After the stop, the ball is passed.

When performing a pass, the leg that is kicking the ball is tense. The more the foot approaches the ball, the more the toe turns outward and at the same time the joints become tense.

Not only the direction, but also the height of the ball transfer depends on the position of the supporting leg, since their position determines the stability of the player's position at the moment of impact. That is why the supporting leg is slightly bent at the knee joint, due to which elastic alignment occurs without possible minor violations of motor impulses. The body at the moment of transmission is somewhat tilted, and the hands maintain balance.

**3.6.**Perform a long-range shot on target for accuracy (6 shots).

The blow is performed in any way, from a distance of 15m.

The main phases of movements:

Preliminary phase - run. When performing a run-up, it is necessary to take into account all the facts so that the ball is hit with a pre-designated foot.

The preparatory phase is the swing of the shock and the setting of the supporting leg. During the last running step after the back push, an extremely important sub-phase is realized - the swing of the shock leg.

Significant extension of the hip and flexion of the lower leg make it possible to strike the required force, as the path of the foot increases and the muscles of the anterior surface of the thigh are preliminarily stretched. In order to competently perform a swing, it is necessary to slightly lengthen the last step of the run.

Working phase - shock movement and wiring. The impact movement begins at the moment of setting the supporting leg and with active hip flexion. At the same time, the angle formed by the thigh and the bent lower leg is preserved. The lag of the lower leg and foot from the movement of the thigh brings the center of gravity of the entire leg closer to the hip joint, which leads to an increase in its angular velocity. Immediately before the impact, there is a deceleration of the hip. A sharp sweeping movement of the lower leg and foot is used to hit the ball. At the moment of impact, the leg is fixed in the ankle and knee joints. The transformation of the leg into a "rigid lever" makes it possible to increase the mass of the striking link. With the beginning of the impact interaction, the foot of the kicking leg deforms the ball, which is compressed until the speed of the mutual movement of the leg and the ball becomes equal to zero. Then the elastic forces restore the shape of the ball and its speed increases sharply to a certain value, which is somewhat less than the speed of the kicking leg at the beginning of the impact. The working phase ends with the so-called wiring, when the shock leg continues to move along with the ball.

The final phase is the adoption of the starting position for the next movement. After the kick, the leg continues to move forward and up. The general center of gravity, which is above the area of ​​support at the moment of impact, moves in the direction of the movement of the leg.

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

**Module 1**Teaching tactical actions in basic sports

**Topic 1**Safety briefing. Athletics terminology. Rules for competitions in athletics.

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

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

1. Walking and running are natural ways of human movement.
2. Similarities and differences between walking and running.
3. Jump as a natural and most rational way to overcome obstacles.
4. General requirements for safety in athletics.
5. Basic terms in athletics.
6. Basic rules for athletics competitions.

**Module 1**Teaching tactical actions in basic sports

**Theme 2** Training in the technique of movements of the legs and pelvis, hands in combination with the movements of the legs in race walking.

**Form of current progress control**examination

practical skills.

**Evaluation materials for ongoing monitoring of progress**

Show techniquemovements of the legs and pelvis, arms in combination with the movements of the legs in race walking.

One of the main technical conditions for sports walking is the fixation of a two-support position, i.e. The swing leg extended forward must touch the ground before the toe of the skating leg leaves the ground. The second mandatory requirement, according to the rules of the competition, is that in each step the supporting leg must be straightened at the knee joint when passing the vertical.

During sports walking, the pelvis moves not only in the anterior-posterior, but also in the transverse direction, which is associated with straightening at the moment of the vertical of the supporting leg in the knee joint.

In race walking, as in normal walking, there is an alternation of single-support and double-support phases. At the moment when the foot, pushing off, still touches the ground with its toe, the other leg, finishing straightening in front, is placed on the ground from the outside of the heel.

Movements during race walking, despite the high pace, should be natural, smooth and soft, especially in the shoulders and pelvis, sharp and angular movements should be avoided. Turns of the shoulders and pelvis in opposite directions balance the movements of the legs and pelvis, reduce deviations of the body from straight forward movement and contribute to an increase in muscle effort during repulsion. With bent arms, the walker vigorously moves back and forth. At the moment of the vertical, the athletes keep their arms bent at an acute, right and even obtuse angle (66-108°), the hands are not tense.

**Module 1**Teaching tactical actions in basic sports

**Theme 3** Improving the movements of the legs and pelvis, arms in combination with the movements of the legs in race walking. Training in sprinting technique: low start, starting acceleration, finishing, distance running.

**Form of current progress control**examination

practical skills.

**Evaluation materials for ongoing monitoring of progress**

Demonstrate the technique of race walking in full coordination.

One of the main technical conditions for sports walking is the fixation of a two-support position, i.e. The swing leg extended forward must touch the ground before the toe of the skating leg leaves the ground. The second mandatory requirement, according to the rules of the competition, is that in each step the supporting leg must be straightened at the knee joint when passing the vertical.

During sports walking, the pelvis moves not only in the anterior-posterior, but also in the transverse direction, which is associated with straightening at the moment of the vertical of the supporting leg in the knee joint.

In race walking, as in normal walking, there is an alternation of single-support and double-support phases. At the moment when the foot, pushing off, still touches the ground with its toe, the other leg, finishing straightening in front, is placed on the ground from the outside of the heel.

Movements during race walking, despite the high pace, should be natural, smooth and soft, especially in the shoulders and pelvis, sharp and angular movements should be avoided. Turns of the shoulders and pelvis in opposite directions balance the movements of the legs and pelvis, reduce deviations of the body from straight forward movement and contribute to an increase in muscle effort during repulsion. With bent arms, the walker vigorously moves back and forth. At the moment of the vertical, the athletes keep their arms bent at an acute, right and even obtuse angle (66-108°), the hands are not tense.

**Low start**- the most common way to start sprinting, as it allows you to start running faster and develop maximum speed in a short stretch. To ensure the comfort and strength of the leg support, starting blocks or starting machines are used.

**The most optimal is this method of installing starting blocks**, when the front block for the strongest (jogging) leg is set at a distance of 1.5 feet from the start line, and the back - at a distance of 1-1.5 feet from the front (or at a distance of the length of the lower leg from the front block). The support platform of the front block is inclined at an angle of 45-60°, the rear one - at an angle of 60-80°. The distance between the pads in width is usually equal to the length of the foot.

At the command: "To the start!" the student steps over the starting line and stands so that the blocks are behind him. Next, the student squats, puts his hands on the ground, rests with the foot of the strongest leg against the support pad of the rear block. Then he gets down on the knee of his leg resting on the back block, pulls his hands over the starting line and puts them close to it in such a way that the support of the body falls on the hands, the thumbs are turned inward, and the rest are turned outward (you can lean on the hands with bent fingers).

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

On command: "Attention!" the student lifts the knee of the leg resting against the back block from the ground, raises the pelvis slightly above the shoulders and moves the body forward and upward. The weight of the body moves to the hands and the front leg. Move from the position "On the start!" to the position "Attention!" follows smoothly. Then you need to stop all movements, waiting for a shot or a command: “March!”.

After a shot or a command: "March!" the student takes his hands off the track and at the same time pushes off the blocks. The standing leg comes off the block first, which is carried forward and slightly inward with the thigh. To reduce the time and path of the foot from the block to the place of its placement on the ground, the first step should be creeping, i.e. you need to carry the foot as close to the ground as possible.

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

**Start run.**In order to achieve the best result in the sprint, it is very important after the start to quickly achieve a speed close to the maximum in the phase of the starting run.

**Distance running.**By the time the highest speed is reached, the runner's torso is slightly (72-80 °) tilted forward. During the running stride, the amount of incline changes. During the repulsion, the inclination of the torso decreases, and in the flight phase it increases.

**Finishing.**It is necessary to try to maintain the maximum speed in running for 100 and 200 meters until the end of the distance, however, in the last 20-15 meters of the distance, the speed usually decreases by 3-8%.

The run ends at the moment when the runner touches with his torso a vertical plane passing through the finish line. The runner first touches the ribbon (thread) stretched at chest height above the line marking the end of the distance. In order to touch it faster, at the last step you need to make a sharp tilt with your chest forward, throwing your hands back. This method is called "breast throw".

**Module 1**Teaching tactical actions in basic sports

**Theme 4** Improving the technique of sprinting. Development of speed abilities. Relay running technique training.

**Form of current progress control**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress**

Demonstrate sprinting technique.

**Low start**- the most common way to start sprinting, as it allows you to start running faster and develop maximum speed in a short stretch. To ensure the comfort and strength of the leg support, starting blocks or starting machines are used.

**The most optimal is this method of installing starting blocks**, when the front block for the strongest (jogging) leg is set at a distance of 1.5 feet from the start line, and the back - at a distance of 1-1.5 feet from the front (or at a distance of the length of the lower leg from the front block). The support platform of the front block is inclined at an angle of 45-60°, the rear one - at an angle of 60-80°. The distance between the pads in width is usually equal to the length of the foot.

At the command: "To the start!" the student steps over the starting line and stands so that the blocks are behind him. Next, the student squats, puts his hands on the ground, rests with the foot of the strongest leg against the support pad of the rear block. Then he gets down on the knee of his leg resting on the back block, pulls his hands over the starting line and puts them close to it in such a way that the support of the body falls on the hands, the thumbs are turned inward, and the rest are turned outward (you can lean on the hands with bent fingers).

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

On command: "Attention!" the student lifts the knee of the leg resting against the back block from the ground, raises the pelvis slightly above the shoulders and moves the body forward and upward. The weight of the body moves to the hands and the front leg. Move from the position "On the start!" to the position "Attention!" follows smoothly. Then you need to stop all movements, waiting for a shot or a command: “March!”.

After a shot or a command: "March!" the student takes his hands off the track and at the same time pushes off the blocks. The standing leg comes off the block first, which is carried forward and slightly inward with the thigh. To reduce the time and path of the foot from the block to the place of its placement on the ground, the first step should be creeping, i.e. you need to carry the foot as close to the ground as possible.

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

**Start run.**In order to achieve the best result in the sprint, it is very important after the start to quickly achieve a speed close to the maximum in the phase of the starting run.

**Distance running.**By the time the highest speed is reached, the runner's torso is slightly (72-80 °) tilted forward. During the running stride, the amount of incline changes. During the repulsion, the inclination of the torso decreases, and in the flight phase it increases.

**Finishing.**It is necessary to try to maintain the maximum speed in running for 100 and 200 meters until the end of the distance, however, in the last 20-15 meters of the distance, the speed usually decreases by 3-8%.

The run ends at the moment when the runner touches with his torso a vertical plane passing through the finish line. The runner first touches the ribbon (thread) stretched at chest height above the line marking the end of the distance. In order to touch it faster, at the last step you need to make a sharp tilt with your chest forward, throwing your hands back. This method is called "breast throw".

### Short distance relay technique.

At the 1st stage, the run begins with a low start. The runner holds the baton in his right hand, squeezing its end with three or two fingers, while thumb and forefinger rest on the ground at the starting line.

Running from the start and over the distance does not differ from the usual run of 100 and 200 meters. The complexity of the relay race technique lies in passing the baton at high speed in a limited area. A 20-meter zone has been established for the transfer of the baton. It starts 10m before the end of one leg and continues 10m ahead of the start of another. The receiver of the relay has the right to start the run-up 10 m before the start of the transfer zone. This allows you to achieve higher speed.

There are two ways to pass the baton.

The transfer of the relay baton in stages in the 4x100 m run is carried out as follows. The starter at the 1st stage holds the baton in his right hand and runs as close to the curb as possible. The second runner waiting for him stands closer to the outer edge of his track and takes over the baton with his left hand. He runs the straight (second 100m) on the right side of his lane and passes the baton with his left hand to the right hand of the third competitor running on the left side of the lane. The fourth runs along the right side of the track and takes the baton with his left hand. Another way of passing (with the runner shifting the accepted relay from one hand to the other) in the 4x100 m relay is less effective.

Athletes running in stages 2, 3 and 4 use the run-up (10 m) and passing (20 m) zones to receive the relay at maximum speed and run their stage on the move. To solve this problem, the runner taking the relay takes a pose close to the pose of a low start. Standing with his right foot at the line marking the start of the run, he puts his left foot forward, leans his right hand on the track, and takes his left hand up and back. In this position, the athlete looks back under the left shoulder at the approaching runner. The runner of the 1st stage approaches at maximum speed to the transfer zone. When he is 9-11 m away from the run-up zone, the runner of the 2nd stage promptly starts running along the right edge of his track, trying to develop as high a speed as possible so that the runner catching up with him can pass the baton to him 2-3 m before the end of the zone. The distance between the runners during the transfer (1-1.3 m) is equal to the length of the hand of the runner who takes the baton laid back, and the length of the runner's hand extended forward, passing it. The distance can be increased by tilting the torso of the runner passing the baton. The speed of the runner during the stages of the sprint relay must be maximum, it cannot be reduced in the transfer zones. Until the moment of passing the baton, both runners have their arms moving as in a sprint. But as soon as the runner approaches the receiver to the distance necessary for the transfer, he gives the signal “hop”. At this signal, the one who takes the baton, without slowing down the pace and without disturbing the rhythm of the run, straightens the left (for runners of the 2nd and 4th stages) hand with the hand lowered (the withdrawn thumb forms an angle open downwards with the rest of the fingers). At this moment, the runner passing the baton,

It is even better if the receiver of the relay throws his hand back not at the “hop” signal, but at the moment when he reaches the mark set during the training. Of course, this method requires good coordination in the actions of the runners.

For the accuracy of the transfer of the baton, it is important to determine the moment of the start of the run of the host during the lessons. To do this, a mark is made at some distance in front of the runway line. At the moment when the runner who passes the baton reaches this mark, the receiver quickly starts running along the right edge of his track, trying to develop as much speed as possible.

The distance to the mark should be such that the relay runner catches up with the receiver exactly at the place intended for the transfer (4-5 m before the end of the zone). By the time of the transfer, it is important to run in step. To do this, a well-trained 100-meter runner achieves such a uniformity of all steps that allows him to run into the transition zone almost always in the same place, with the same foot. To verify this, you should run the entire stage and zone 2-3 times. If the steps do not match, then the one starting into the zone needs to adapt to the steps of another runner.

**Module 1**Teaching tactical actions in basic sports

**Theme 5** Improving the technique of relay race. Development of motor qualities through circular training. Training in the long jump technique from a place (repulsion; flight; landing).

**Form of current progress control**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress**

Demonstrate relay running technique.

The relay race at the stadium is held in a circle of the treadmill. Stadium running relays may include short and medium distance legs. Along with this, a relay race with stages of various lengths is used.

Relay races (4x100 m, 4x200 m) are held in separate lanes, and in other relay races - in a common lane. The first stage or part of it can be run on separate tracks.

Along with the relay race on the stadium's treadmill, relay competitions are held on the streets of the city with stages of different lengths.

### Short distance relay technique.

At the 1st stage, the run begins with a low start. The runner holds the baton in his right hand, squeezing its end with three or two fingers, while thumb and forefinger rest on the ground at the starting line.

Running from the start and over the distance does not differ from the usual run of 100 and 200 meters. The complexity of the relay race technique lies in passing the baton at high speed in a limited area. A 20-meter zone has been established for the transfer of the baton. It starts 10m before the end of one leg and continues 10m ahead of the start of another. The receiver of the relay has the right to start the run-up 10 m before the start of the transfer zone. This allows you to achieve higher speed.

There are two ways to pass the baton.

The transfer of the relay baton in stages in the 4x100 m run is carried out as follows. The starter at the 1st stage holds the baton in his right hand and runs as close to the curb as possible. The second runner waiting for him stands closer to the outer edge of his track and takes over the baton with his left hand. He runs the straight (second 100m) on the right side of his lane and passes the baton with his left hand to the right hand of the third competitor running on the left side of the lane. The fourth runs along the right side of the track and takes the baton with his left hand. Another way of passing (with the runner shifting the accepted relay from one hand to the other) in the 4x100 m relay is less effective.

Athletes running in stages 2, 3 and 4 use the run-up (10 m) and passing (20 m) zones to receive the relay at maximum speed and run their stage on the move. To solve this problem, the runner taking the relay takes a pose close to the pose of a low start. Standing with his right foot at the line marking the start of the run, he puts his left foot forward, leans his right hand on the track, and takes his left hand up and back. In this position, the athlete looks back under the left shoulder at the approaching runner. The runner of the 1st stage approaches at maximum speed to the transfer zone. When he is 9-11 m away from the run-up zone, the runner of the 2nd stage promptly starts running along the right edge of his track, trying to develop as high a speed as possible so that the runner catching up with him can pass the baton to him 2-3 m before the end of the zone. The distance between the runners during the transfer (1-1.3 m) is equal to the length of the hand of the runner who takes the baton laid back, and the length of the runner's hand extended forward, passing it. The distance can be increased by tilting the torso of the runner passing the baton. The speed of the runner during the stages of the sprint relay must be maximum, it cannot be reduced in the transfer zones. Until the moment of passing the baton, both runners have their arms moving as in a sprint. But as soon as the runner approaches the receiver to the distance necessary for the transfer, he gives the signal “hop”. At this signal, the one who takes the baton, without slowing down the pace and without disturbing the rhythm of the run, straightens the left (for runners of the 2nd and 4th stages) hand with the hand lowered (the withdrawn thumb forms an angle open downwards with the rest of the fingers). At this moment, the runner passing the baton,

It is even better if the receiver of the relay throws his hand back not at the “hop” signal, but at the moment when he reaches the mark set during the training. Of course, this method requires good coordination in the actions of the runners.

For the accuracy of the transfer of the baton, it is important to determine the moment of the start of the run of the host during the lessons. To do this, a mark is made at some distance in front of the runway line. At the moment when the runner who passes the baton reaches this mark, the receiver quickly starts running along the right edge of his track, trying to develop as much speed as possible.

The distance to the mark should be such that the relay runner catches up with the receiver exactly at the place intended for the transfer (4-5 m before the end of the zone). By the time of the transfer, it is important to run in step. To do this, a well-trained 100-meter runner achieves such a uniformity of all steps that allows him to run into the transition zone almost always in the same place, with the same foot. To verify this, you should run the entire stage and zone 2-3 times. If the steps do not match, then the one starting into the zone needs to adapt to the steps of another runner.

**The technique of jumping from a place is divided into:**

* preparation for repulsion
* repulsion
* flight
* landing

Preparation for repulsion: the student approaches the repulsion line, the feet are placed shoulder-width apart or slightly narrower than shoulder-width, then the athlete raises his arms up slightly back, simultaneously bending in the lower back and rising on his toes. After that, smoothly, but quickly enough, lowers his arms down and back, at the same time lowers himself on the entire foot, bends his legs at the knee and hip joints, leaning forward so that the shoulders are in front of the feet, and the hip joint is above the toes.

The arms laid back are slightly bent at the elbow joints. Without lingering in this position, the athlete proceeds to repulsion.

It is important to start repulsion at the moment when the body of the jumper is still descending by inertia down, i.e. the body moves down, but extension in the hip joints is already beginning, while the arms are actively and quickly carried forward slightly upward in the direction of the jump.

Next, there is extension at the knee joints and flexion at the ankle joints. The repulsion ends at the moment the feet leave the ground.

After repulsion, the jumper straightens his body, stretching out like a string, then bends his legs at the knee and hip joints and pulls them to his chest. At the same time, the hands are laid back and down, after which the athlete straightens the legs in the knee joints, bringing the feet forward to the landing site. At the moment the feet touch the landing site, the jumper actively brings his arms forward, simultaneously bends his legs at the knee joints and pulls the pelvis to the landing site, the flight phase ends. Bending the legs should be elastic, with resistance. After stopping, the jumper straightens up, takes two steps forward and leaves the landing site.

**Module 1**Teaching tactical actions in basic sports.

**Theme 6**Improving the technique of the long jump from a place. Training in the technique of a long jump from a run (run-up technique; technique of the last rhythmic steps of the run; repulsion; flight; landing)

**Form of current progress control**examination

practical skills, acceptance of a control exercise.

**Evaluation materials for ongoing monitoring of progress**

Demonstrate the technique of the long jump.

The technique of jumping from a place is divided into:

* preparation for repulsion
* repulsion
* flight
* landing

Preparation for repulsion: the student approaches the repulsion line, the feet are placed shoulder-width apart or slightly narrower than shoulder-width, then the athlete raises his arms up slightly back, simultaneously bending in the lower back and rising on his toes. After that, smoothly, but quickly enough, lowers his arms down and back, at the same time lowers himself on the entire foot, bends his legs at the knee and hip joints, leaning forward so that the shoulders are in front of the feet, and the hip joint is above the toes.

The arms laid back are slightly bent at the elbow joints. Without lingering in this position, the athlete proceeds to repulsion.

It is important to start repulsion at the moment when the body of the jumper is still descending by inertia down, i.e. the body moves down, but extension in the hip joints is already beginning, while the arms are actively and quickly carried forward slightly upward in the direction of the jump.

Next, there is extension at the knee joints and flexion at the ankle joints. The repulsion ends at the moment the feet leave the ground.

After repulsion, the jumper straightens his body, stretching out like a string, then bends his legs at the knee and hip joints and pulls them to his chest. At the same time, the hands are laid back and down, after which the athlete straightens the legs in the knee joints, bringing the feet forward to the landing site. At the moment the feet touch the landing site, the jumper actively brings his arms forward, simultaneously bends his legs at the knee joints and pulls the pelvis to the landing site, the flight phase ends. Bending the legs should be elastic, with resistance. After stopping, the jumper straightens up, takes two steps forward and leaves the landing site.

Control exercise:1.1. Performing specific running exercises.

The long jump consists of a run-up, repulsion, flight phase and landing. All these parts of the jump are interconnected.

**Takeoff.**

It is used by jumpers to create the initial speed of the body's flight. The run consists of 30-35 m for women and 40-45 m for men. It is set from the individual characteristics of the jumpers, from the ability to pick up speed faster or slower in the run. Accordingly, the run consists of 18-21 running steps for women and 19-24 for men. At a shorter distance, you cannot reach the maximum speed, and at a lower speed, you cannot jump far. In the initial position, the jumper's feet at the beginning of the run are at the run-up mark at a width of 10-15 cm, the legs are slightly bent at the knee joints, the arms are lowered down, the torso is slightly tilted forward. The development of speed in the takeoff depends on the increase in the length and frequency of steps.

The jumper distributes his forces in such a way as to run the last 2-4 steps with the greatest speed. During the run, the runner's torso is tilted forward, especially at the beginning of acceleration (35-40°). With the development of speed, the slope decreases (75-80 °). In the penultimate step, the torso should be in a vertical position. The feeling of coordination in the work of the arms and legs is very valuable for the general rhythm of the run, the rapid pace of movement. The leg is placed on the track from the front of the foot with an active movement from top to bottom, the heel is held low, the leg is slightly bent at the knee. The jumper performs an energetic repulsion from the track. In the performance of the last steps of the run before repulsion, a special rhythm is noted, which facilitates the transition to repulsion and contributes to its strengthening. It is important to perform them without losing the running speed, which reaches about 10 m / s or more. These steps must be performed freely, combined with the active movement of the hands. Here, the GCT (common center of gravity) of the body smoothly decreases, especially at the end of the penultimate step with the fly leg, which is more bent at the knee joint than in the previous steps of the run, and is placed flat on the groan from the outer arch. Therefore, the penultimate step is the largest in the entire run. The last step is usually reduced by 30 cm or more as a result of a quick forward-up movement on the fly leg and a quick setting of the foot for the push. The body of the jumper is in a vertical position, the pelvis is moving forward. It is impossible to leave the pelvis behind at the moment of setting the push leg - a gross mistake. which bends more at the knee joint than in the previous steps of the run, and is placed flat on the groan from the outer arch. Therefore, the penultimate step is the largest in the entire run. The last step is usually reduced by 30 cm or more as a result of a quick forward-up movement on the fly leg and a quick setting of the foot for the push. The body of the jumper is in a vertical position, the pelvis is moving forward. It is impossible to leave the pelvis behind at the moment of setting the push leg - a gross mistake. which bends more at the knee joint than in the previous steps of the run, and is placed flat on the groan from the outer arch. Therefore, the penultimate step is the largest in the entire run. The last step is usually reduced by 30 cm or more as a result of a quick forward-up movement on the fly leg and a quick setting of the foot for the push. The body of the jumper is in a vertical position, the pelvis is moving forward. It is impossible to leave the pelvis behind at the moment of setting the push leg - a gross mistake. the pelvis moves forward. It is impossible to leave the pelvis behind at the moment of setting the push leg - a gross mistake. the pelvis moves forward. It is impossible to leave the pelvis behind at the moment of setting the push leg - a gross mistake.

**Repulsion.**

The leg is taken out and placed on the bar with the usual running movement, performed only with a smaller amplitude, more collected and faster.

The task of the jumper in repulsion is to maintain the speed obtained in the race. That is why the last step is both faster and shorter than the previous one. The leg is placed on the bar almost completely straightened 30-40 cm in front of the BCT projection, first touching the bar with the heel. Also, the length of the jump depends on the stability of the jumper in the flight phase of the jump and on the correctness of the landing. Noise when placing the foot (slap) means that the muscles of the ankle joint are relaxed or weak. The elastic setting of the foot on the outer arch is always silent. Vigorous in rapid repulsion is facilitated by the active movement of the fly leg forward and upward, straightening the torso and raising the shoulders. At the same time, the athlete takes one arm back (opposite of the fly leg) and lifts it up to shoulder level through the side. This creates a balance in repulsion. For good jumpers, the repulsion time does not exceed 0,] 1-0.13 sec, the repulsion angle is 70-75 ° or more. At the same time, the jumper rises in flight by 40-60 cm and shows a good result.

**Flight.**

Having separated from the support, the jumper enters the flight phase. It is necessary to strive to ensure that the flight begins at an angle of 18-24 °, the fly leg with a high thigh is carried forward, the push leg remains behind. The first part of the flight (flight in step) is almost the same in all ways of the long jump from the run. Further movements of the athlete depend on the chosen method of jumping.

**Landing.**

Proper landing is of great importance for the distance of the jump. Many jumpers don't perform at their best just because of a bad landing. Before landing about half a meter, the jumper straightens his legs at the knee joints forward, and takes his hands back. The efforts and attention of the jumper should be focused on keeping the legs from falling, and the feet should be at the same level and should be kept "on yourself". Landing should not be rushed. It needs to be longer. At the moment of landing, the feet sink into the sand and there is a rapid bending of the legs at the knee joints. The pelvis is held low over the surface of the sand, the arms are sent forward, which helps to maintain balance and come out of the landing forward.

**Module 1**Teaching tactical actions in basic sports.

**Theme 7** Improving the technique of the long jump with a run. Training in the technique of running for medium distances, cross-country training.

**Form of current progress control:**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress:**demonstrate the technique of the long jump with a running start.

The long jump consists of a run-up, repulsion, flight phase and landing. All these parts of the jump are interconnected.

**Takeoff.**

It is used by jumpers to create the initial speed of the body's flight. The run consists of 30-35 m for women and 40-45 m for men. It is set from the individual characteristics of the jumpers, from the ability to pick up speed faster or slower in the run. Accordingly, the run consists of 18-21 running steps for women and 19-24 for men. At a shorter distance, you cannot reach the maximum speed, and at a lower speed, you cannot jump far. In the initial position, the jumper's feet at the beginning of the run are at the run-up mark at a width of 10-15 cm, the legs are slightly bent at the knee joints, the arms are lowered down, the torso is slightly tilted forward. The development of speed in the takeoff depends on the increase in the length and frequency of steps.

The jumper distributes his forces in such a way as to run the last 2-4 steps with the greatest speed. During the run, the runner's torso is tilted forward, especially at the beginning of acceleration (35-40°). With the development of speed, the slope decreases (75-80 °). In the penultimate step, the torso should be in a vertical position. The feeling of coordination in the work of the arms and legs is very valuable for the general rhythm of the run, the rapid pace of movement. The leg is placed on the track from the front of the foot with an active movement from top to bottom, the heel is held low, the leg is slightly bent at the knee. The jumper performs an energetic repulsion from the track. In the performance of the last steps of the run before repulsion, a special rhythm is noted, which facilitates the transition to repulsion and contributes to its strengthening. It is important to perform them without losing the running speed, which reaches about 10 m / s or more. These steps must be performed freely, combined with the active movement of the hands. Here, the GCT (common center of gravity) of the body smoothly decreases, especially at the end of the penultimate step with the fly leg, which is more bent at the knee joint than in the previous steps of the run, and is placed flat on the groan from the outer arch. Therefore, the penultimate step is the largest in the entire run. The last step is usually reduced by 30 cm or more as a result of a quick forward-up movement on the fly leg and a quick setting of the foot for the push. The body of the jumper is in a vertical position, the pelvis is moving forward. It is impossible to leave the pelvis behind at the moment of setting the push leg - a gross mistake. which bends more at the knee joint than in the previous steps of the run, and is placed flat on the groan from the outer arch. Therefore, the penultimate step is the largest in the entire run. The last step is usually reduced by 30 cm or more as a result of a quick forward-up movement on the fly leg and a quick setting of the foot for the push. The body of the jumper is in a vertical position, the pelvis is moving forward. It is impossible to leave the pelvis behind at the moment of setting the push leg - a gross mistake. which bends more at the knee joint than in the previous steps of the run, and is placed flat on the groan from the outer arch. Therefore, the penultimate step is the largest in the entire run. The last step is usually reduced by 30 cm or more as a result of a quick forward-up movement on the fly leg and a quick setting of the foot for the push. The body of the jumper is in a vertical position, the pelvis is moving forward. It is impossible to leave the pelvis behind at the moment of setting the push leg - a gross mistake. the pelvis moves forward. It is impossible to leave the pelvis behind at the moment of setting the push leg - a gross mistake. the pelvis moves forward. It is impossible to leave the pelvis behind at the moment of setting the push leg - a gross mistake.

**Repulsion.**

The leg is taken out and placed on the bar with the usual running movement, performed only with a smaller amplitude, more collected and faster.

The task of the jumper in repulsion is to maintain the speed obtained in the race. That is why the last step is both faster and shorter than the previous one. The leg is placed on the bar almost completely straightened 30-40 cm in front of the BCT projection, first touching the bar with the heel. Also, the length of the jump depends on the stability of the jumper in the flight phase of the jump and on the correctness of the landing. Noise when placing the foot (slap) means that the muscles of the ankle joint are relaxed or weak. The elastic setting of the foot on the outer arch is always silent. Vigorous in rapid repulsion is facilitated by the active movement of the fly leg forward and upward, straightening the torso and raising the shoulders. At the same time, the athlete takes one arm back (opposite of the fly leg) and lifts it up to shoulder level through the side. This creates a balance in repulsion. For good jumpers, the repulsion time does not exceed 0,] 1-0.13 sec, the repulsion angle is 70-75 ° or more. At the same time, the jumper rises in flight by 40-60 cm and shows a good result.

**Flight.**

Having separated from the support, the jumper enters the flight phase. It is necessary to strive to ensure that the flight begins at an angle of 18-24 °, the fly leg with a high thigh is carried forward, the push leg remains behind. The first part of the flight (flight in step) is almost the same in all ways of the long jump from the run. Further movements of the athlete depend on the chosen method of jumping.

**Landing.**

Proper landing is of great importance for the distance of the jump. Many jumpers don't perform at their best just because of a bad landing. Before landing about half a meter, the jumper straightens his legs at the knee joints forward, and takes his hands back. The efforts and attention of the jumper should be focused on keeping the legs from falling, and the feet should be at the same level and should be kept "on yourself". Landing should not be rushed. It needs to be longer. At the moment of landing, the feet sink into the sand and there is a rapid bending of the legs at the knee joints. The pelvis is held low over the surface of the sand, the arms are sent forward, which helps to maintain balance and come out of the landing forward.

**Middle distance running technique**

Mastering the technique of running at a distance of 800 to 3000 meters consists in the gradual study of individual elements and their combination in the process of regular training.

The athlete must be able to rebuild the technique when fatigue occurs after filling the muscles with lactic acid in such a way as to maintain the intensity of the run.

In running technique, it is customary to single out start and starting acceleration, distance running and finishing.

In middle-distance running, a high start is used. At the signal “To start”, they take a position - the push leg is in front, the swing leg is behind at a distance of 20-30 cm from the heel of the push leg. Both legs are slightly bent at the knees, the body weight is transferred forward. The position of the hands is opposite (if the push leg is right, then the left leg is brought forward hand), the hands are slightly clenched into a fist.

At the “March” command, the athletes begin to run. There is no “Attention” command in this type of running. After the start, the runner picks up the optimal speed, which should economically expend the reserve of forces. The pace is selected based on the task of the athlete to run the distance in a certain time.

In order to gain speed with less effort, it is recommended to reach the optimal pace only to 50-70 meters of distance. Usually the starting speed is higher than the remote one due to the need to take the right place among the rivals.

While running along the distance, the stride length is 180-210 centimeters or 3-4 steps per second. The torso is tilted 5 degrees, which helps to move forward due to inertia. Hand movement is an important part of the technique. A simple rule works here - the higher the intensity of the work of the hands, the higher the running speed. The arms are bent at the elbow joint by 90 degrees.

Important! While running, the muscles of the neck and arms should be relaxed. Excessive tension in the upper body leads to increased energy expenditure and loss of speed.

**Finishing**carried out on the last lap for 200-400 meters. Accompanied by an increase in the inclination of the body and the frequency of steps. Finishing acceleration is called - spurt. 1 meter before the finish line, techniques that are actively used in the sprint are applied - lunge with the chest or shoulder.

**Module 1**Teaching tactical actions in basic sports.

**Theme 8**Improving the technique of running at medium distances. Teaching the technique of shuttle running.

**Form of current progress control:**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress:**demonstrate techniquemiddle distance running.

**Middle distance running technique**

Mastering the technique of running at a distance of 800 to 3000 meters consists in the gradual study of individual elements and their combination in the process of regular training.

The student must be able to rebuild the technique when fatigue occurs after filling the muscles with lactic acid in such a way as to maintain the intensity of the run.

In running technique, it is customary to single out start and starting acceleration, distance running and finishing.

In middle-distance running, a high start is used. At the signal “To start”, they take a position - the push leg is in front, the swing leg is behind at a distance of 20-30 cm from the heel of the push leg. Both legs are slightly bent at the knees, the body weight is transferred forward. The position of the hands is opposite (if the push leg is right, then the left leg is brought forward hand), the hands are slightly clenched into a fist.

At the “March” command, the athletes begin to run. There is no “Attention” command in this type of running. After the start, the runner picks up the optimal speed, which should economically expend the reserve of forces. The pace is selected based on the task of the athlete to run the distance in a certain time.

In order to gain speed with less effort, it is recommended to reach the optimal pace only to 50-70 meters of distance. Usually the starting speed is higher than the remote one due to the need to take the right place among the rivals.

While running along the distance, the stride length is 180-210 centimeters or 3-4 steps per second. The torso is tilted 5 degrees, which helps to move forward due to inertia. Hand movement is an important part of the technique. A simple rule works here - the higher the intensity of the work of the hands, the higher the running speed. The arms are bent at the elbow joint by 90 degrees.

Important! While running, the muscles of the neck and arms should be relaxed. Excessive tension in the upper body leads to increased energy expenditure and loss of speed.

**Finishing**carried out on the last lap for 200-400 meters. Accompanied by an increase in the inclination of the body and the frequency of steps. Finishing acceleration is called - spurt. 1 meter before the finish line, techniques that are actively used in the sprint are applied - lunge with the chest or shoulder.

**Rules and technique of shuttle running**.

The conditions for fulfilling this standard are not particularly difficult: on a flat area, a distance of 10 meters is measured; a clearly visible start and finish line; the start is carried out from a high or low start position; the movement is carried out by running up to the 10-meter mark line, reaching which the athlete must touch the line with any part of the body; touching is a signal for the fulfillment of one of the elements of fulfilling the standard, having made a touch, the athlete must turn around and go back, stepping over the line again, this will be a signal to overcome the second section of the distance; the last section of the distance is overcome by the same principle.

The standard is timed from the “March” command until the athlete crosses the finish line. Technically, this exercise belongs to the category of coordination exercises, in which, in addition to speed, the athlete must also have high coordination skills. Since the distance to overcome is small, the position of the body is of particular importance, from the very start, it is necessary to coordinate the work of the arms and legs as much as possible.

It is unacceptable to carry out a complete straightening of the body in such a short segment, the body of the body must be constantly tilted forward. The arms move parallel to the body, while it is advisable not to extend the arms at the elbows. When overcoming 5-7 meters, it is gradually necessary to reduce acceleration and prepare for the start of braking and turning.

Braking should be carried out intensively, while it is necessary to direct part of the effort to choosing the position of the body in order to carry out a turn with the least losses while taking up a position for the start.

The final step in the execution of the element will be touching the line. The touch is carried out by hand in such a way that after it the athlete assumes a low start position.

Special attention to the finish. Such “ragged” segments of the distance do not allow the athlete to accelerate at full strength, because when running short distances of 100-200 meters, athletes accelerate the first 10-15 meters, in which the body position gradually takes a vertical position, and steps are almost 1/3 shorter than a normal mid-distance stride.

However, when performing this discipline, no matter how many segments need to be overcome, the last segment is important from the point of view of the final result. This is due to the fact that during its passage it is no longer necessary to reduce speed and carry out a U-turn. Experienced athletes use this feature, paying great attention to the last section in training, from the moment of the turn to the crossing of the finish line.

Here you need to consider literally every meter more carefully: when turning, the most effective body position is taken, from which the athlete must make a jerk with maximum acceleration; the first 2-3 steps are made a little short, the initial acceleration is supplemented by acceleration, the body is tilted forward, the head is tilted forward, the movement of the arms is carried out sharply along the body, without extending the arm at the elbow, and throwing the hand back; after gaining the necessary acceleration, there is a gradual straightening of the body and raising the head, but without tipping it up, the steps are made large, the movements of the hands allow the hands to be thrown back with the arms extended at the elbows; the maximum pace of movement must be maintained so that when crossing the finish line the athlete continues to move at maximum pace,

**Module 1**Teaching tactical actions in basic sports.

**Theme 9** Improving the technique of shuttle running, relay race. Gymnastics. Safety precautions, injury prevention, insurance, gymnastic terminology.

**Form of current progress control**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress**demonstrate the technique of shuttle running.

**Rules and technique of shuttle running**.

The conditions for fulfilling this standard are not particularly difficult: on a flat area, a distance of 10 meters is measured; a clearly visible start and finish line; the start is carried out from a high or low start position; the movement is carried out by running up to the 10-meter mark line, reaching which the athlete must touch the line with any part of the body; touching is a signal for the fulfillment of one of the elements of fulfilling the standard, having made a touch, the athlete must turn around and go back, stepping over the line again, this will be a signal to overcome the second section of the distance; the last section of the distance is overcome by the same principle.

The standard is timed from the “March” command until the athlete crosses the finish line. Technically, this exercise belongs to the category of coordination exercises, in which, in addition to speed, the athlete must also have high coordination skills. Since the distance to overcome is small, the position of the body is of particular importance, from the very start, it is necessary to coordinate the work of the arms and legs as much as possible.

It is unacceptable to carry out a complete straightening of the body in such a short segment, the body of the body must be constantly tilted forward. The arms move parallel to the body, while it is advisable not to extend the arms at the elbows. When overcoming 5-7 meters, it is gradually necessary to reduce acceleration and prepare for the start of braking and turning.

Braking should be carried out intensively, while it is necessary to direct part of the effort to choosing the position of the body in order to carry out a turn with the least losses while taking up a position for the start.

The final step in the execution of the element will be touching the line. The touch is carried out by hand in such a way that after it the athlete assumes a low start position.

Special attention to the finish. Such “ragged” segments of the distance do not allow the athlete to accelerate at full strength, because when running short distances of 100-200 meters, athletes accelerate the first 10-15 meters, in which the body position gradually takes a vertical position, and steps are almost 1/3 shorter than a normal mid-distance stride.

However, when performing this discipline, no matter how many segments need to be overcome, the last segment is important from the point of view of the final result. This is due to the fact that during its passage it is no longer necessary to reduce speed and carry out a U-turn. Experienced athletes use this feature, paying great attention to the last section in training, from the moment of the turn to the crossing of the finish line.

Here you need to consider literally every meter more carefully: when turning, the most effective body position is taken, from which the athlete must make a jerk with maximum acceleration; the first 2-3 steps are made a little short, the initial acceleration is supplemented by acceleration, the body is tilted forward, the head is tilted forward, the movement of the arms is carried out sharply along the body, without extending the arm at the elbow, and throwing the hand back; after gaining the necessary acceleration, there is a gradual straightening of the body and raising the head, but without tipping it up, the steps are made large, the movements of the hands allow the hands to be thrown back with the arms extended at the elbows; the maximum pace of movement must be maintained so that when crossing the finish line the athlete continues to move at maximum pace,

1. General safety requirements in gymnastics classes.
2. Injury prevention, insurance.
3. gymnastic terminology.
4. Describe drill exercises - construction, rebuilding.
5. Describe drill exercises - closing and opening.
6. Describe combat exercises - balance exercises.
7. Characteristics of the basic (general developmental) types of gymnastics.

**Module 1**Teaching tactical actions in basic sports.

**Theme 10**Drill exercises: learning to build in one, two, three lines; turns in place (left, right, round).

**Form of current progress control**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress**

Know and be able to accurately perform combat techniques.

1. The system is the established placement of those involved for their joint actions.

2. A line is called a system in which the students are placed one next to the other on the same line.

3. The flank is the right and left extremity of the formation. When turning, the names of the flanks do not change.

4. Front - the side of the system in which those involved are facing.

5. Rear - the side of the system opposite the front.

6. The interval is the distance along the front between those involved,

7. The width of the system - the distance between the fronts.

8. A column is a system in which those involved stand at the back of their heads to each other.

9. Distance is the distance in depth between those involved.

10. The depth of the formation is the distance from the person in front (from the first line) to the person standing behind (to the last line) in the column.

11. Two-line system - those involved in one line are located in the back of the head of those involved in the other line, they are called the first and second.

12. Row - engaged, standing in a two-line formation at the back of the head one another.

13. Guide - engaged, moving in the indicated direction first in the column.

14. Trailing - engaged, moving last in the column

### Constructions.

1. To start classes, a group must be built. There are certain commands for this:

1 Line up. To line up, the conductor needs to stand facing the front in the "at attention" position, at the point where the right-flank should stand and give the command "in one / two, three, etc. / line - stand up"! The group lines up to his left.

2 Building in a column. The command is given: "In a column one at a time / two, three, etc. / - stand up!".

The conductor, at the same time as the command is given, becomes at attention at a distance of one step from the place where the guide should stand. The group lines up behind the leader.

3 To build in a circle, say: "Stand in a circle."

### Construction techniques on site.

1. "Equal!" Everyone except the right flank on this command turns his head to the right so that everyone sees the chest of the fourth person, considering himself the first.

2. "Attention!". At this command, you need to stand straight in the ranks, without tension, heels together, socks deployed along the front line to the width of the foot.

3. "At ease!" At this command, you need to stand freely, loosening the right or left leg at the knee, but do not move away and do not talk,

4. "Right / left / - at ease!". This command is applied in an open system. Those involved put the named leg a step to the side, distributing the weight of the body on both legs and put their hands behind their backs.

5. "Set aside!" For the given command, the preceding provision applies.

6. "To the left!". Those involved turn towards the left hand on

left heel and right toe / one / and put the right to the left, lowering to the full foot / two /.

7. "To the right!". Those involved turn towards the right hand on the right heel and left toe / one / and put the left to the right / two /.

8. "All around!" The turn is carried out in the direction of the left hand on the left heel, right toe 180 / times / and put the right foot to the left / two /.

**Module 1**Teaching tactical actions in basic sports

**Topic 11**Drill exercises: improving the construction in one, two, three lines; turns in place; rebuilding training on the spot and on the move from a column one by one to a column of two, three, four.

**Form of current progress control**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress**

Know and be able to accurately perform combat techniques.

### On-site changes.

1. Rebuilding from one line to two. First, the command is given: "On the first - second - settle!". Then the command is given: "In two lines - build!". On this command, the second numbers take a step left back /one/ with the right to the right behind the first numbers /two/ and put the left one /three/. When learning, it is necessary to give a count of 1,2,3. During the reverse rebuilding, the command is given: "In one line - build!". At this command, the second numbers take a step left to the side / one /, right forward / two / and put the left one / three /.

2. Rebuilding from one line to three. The command is given: "Three-calculate!"

Then the second command: "In three lines - line up!" On this command, the second numbers stand still, the first numbers take a step forward with the right / one /, with the left to the side / two / and, putting the right to the left / three /, stand in front of the second numbers. The third numbers take a step back with the left /one/, with the right to the side /two/ and, putting their left foot /three/, stand in the back of the head of the second numbers. For the reverse rebuilding, the command is given: "Line up in one line!". Rebuilding occurs in reverse order.

3. Rebuilding from the line "ledges".

Depending on how many ranks you need to build and the appropriate command is given: "On 9, 6.3 in place - settle!". - The second team: "According to the calculation step - march!"

Those involved go to the number of steps they are supposed to take and put their foot on. The teacher makes a count until the moment when the first line puts a foot /making a count of 7, or 10/. For the reverse formation, the command is given: "Circle!", And then: "To their places with a step-march!". At this command, all those leaving the line turn around, go to their places in one line and make a turn around.

4. Rebuilding from one column to three "ledged".

After a preliminary calculation of three, the command is given: "The first numbers are two / three, four, etc. / steps to the right, the third numbers are two / three, four, etc. / steps to the left, step march!" Rebuilding is done in incremental steps. For the reverse rebuilding, the command is given: "To your places with a step - march!" Rebuilding is done in incremental steps.

### Changes in motion.

1. Rebuilding from a column one at a time to a column of two, three, etc. with a turn in motion. When a group moves to the left around, as a rule, a command is given on the upper or lower border of the hall: "In a column of two / three, etc. / to the left - march!" After turning the first deuce, the next ones make a turn on their own. For the reverse rebuilding, commands are given: "To the right!", "(to the left bypass; to the left, in a column one at a time) step-march!".

2. Rebuilding from a column one at a time into columns of two, four, eight by crushing and mixing. Rebuilding is done on the move. The command: "Through the center - march!", As a rule, is given in one of the middle of the hall. The command: "Into the column one by one to the right and left around - march!" On this command, the first numbers go to the right, the second numbers to the left bypass. Team: "In a column of two through the center - march!" The command is given when the columns meet in the middle of the hall where the rebuilding began. Continuing the crushing and reduction, you can build columns of four, eight, etc. The reverse rebuilding is called dilution and merging. For example, rebuilding from a column of two to a column of one. Commands: "In columns, one at a time to the right and left, bypassing step by step - march!

**Module 1**Teaching tactical actions in basic sports

**Topic 12**Combat exercises: improve rebuilding on the spot and on the move from a column one by one to a column of two, three, four; training in closing, opening in columns, lines.

**Form of current progress control**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress**

Know and be able to accurately perform combat techniques.

### Opening and closing.

1. Commands: "To the right / to the left / from the middle for so many steps. "Open!" If the number of steps is not indicated, then the opening is made by one step. Everyone, except for the student, from whom the opening is made, turn right / left / and, having advanced so much that the distance between the partners is the specified number of steps, they turn to face the front. After giving the command, the conductor counts two by two until everyone takes their place in the ranks. For closing, the command is given: "Left / right, to the middle / close!". All actions are performed in the reverse order. The same opening can be done by running. When the command is given, the word "running" is added.

2. Opening with side steps is performed at the command: "From the middle to the right / left / two / three, etc. / step with side steps open!". After the command is given, the conductor starts counting in twos until the opening is completed. The outer columns begin to open, and then sequentially, every two counts, the rest enter. For closing, the command is given: "To the middle to the right / to the left / with side steps, som-knis!" All columns start closing at the same time. The host keeps counting in twos until the end of the closure.

3. Opening on command. For example: "Stand two steps apart", "Open two steps", etc. Opening along the guides in the columns, which the teacher sets at the required interval.

4. Opening with arcs. From a column of four, on command: "Arcs / or arcs back / open!" the second and third numbers in five steps but in an arc / forward / go out from the extreme two steps, put a foot on the 7-8th count, turn around, and then / from the third count / go back in arcs to the established places and put a foot. For closing, the command is given: "Arcs / arcs back / catfish-kniss!"

**Module 1**Teaching tactical actions in basic sports

**Topic 13**Drill exercises: improvement of closings, openings in columns, lines; learning to move on a gymnastic bench (balance exercise).

**Form of current progress control**checking practical skills, taking a control exercise.

**Evaluation materials for ongoing monitoring of progress**

Know and be able to accurately perform combat techniques.

Balance exercises are performed on the floor and on an elevated support (gymnastics bench, balance beam), in place and in motion. In gymnastics, special balance exercises are in most cases performed on an elevated support.

On-site exercises include: various stances on toes, on heels, on one leg; movements of the arms, legs, torso on a limited support (for example, various turns on both one and two legs, jump turns, squats on one and two legs). These exercises can be performed both on the floor and on an elevated support. This includes the position in emphasis on the knee (knees) with the movement of the hands, transitions to the position of gray-haired with and without the help of the hands. On an elevated support, in addition, it is possible to perform all kinds of transitions from a lower position to a higher one and vice versa.

Movement exercises include: all types of walking, running and dance steps. Most of the exercises in this group are walking with additional movements of the arms and torso, with stops, tilts, turns, etc.

Of particular value are exercises in walking with overcoming obstacles, carrying a load, with a divergence in two and moving in a mixed support. An obstacle in balancing on a balance beam can be jump ropes, sticks (for stepping over or crawling), stuffed balls (for stepping over them), etc.

Medicine balls are used as cargo for carrying. In well-prepared groups, you can carry a comrade.

*There are two main ways to diverge together on an elevated support:*

1. One of the partners takes the position of the stop crouching or lying on the stomach across the log, and the second steps over it; then each continues to move in its own direction. This is the easiest and most affordable way.

2. At the meeting, partners take each other by the shoulders, put their right foot forward with the toe outward until the inner sides of the feet touch and, supporting each other, make a turn to the right on the forward leg, stepping with the left foot forward. This method is complicated and requires preliminary study on the floor.

Exercises with movement in mixed support can be movements in support on the knees, in support crouching, sitting on a log with legs apart with support by hands, moving to the side in support.

Before moving on to exercises on an increased support, they should be mastered on the floor.

You can complicate exercises in balance by changing:

a) support areas (on toes, on heels, on one leg, etc.);

b) the position of the head or torso (turns, tilts with open and closed eyes);

c) the position of the hands (behind the head, above, in front, etc.);

d) modes of movement (walking, dance steps, jumping, running);

e) direction of movement (forward, backward, sideways);

e) projectile (gymnastic carpet, gymnastic bench, swinging beam);

g) projectile height;

h) the pace of the exercises;

i) the angle of inclination of the projectile.

Balance exercises can be combined with overcoming obstacles and carrying loads.

Control exercise: 1.2. Implementation of the outdoor switchgear complex on site.

**Module 1**Teaching tactical actions in basic sports

**Topic 14**Acrobatics: learning to roll forward / backward over the head on a gymnastic mat, bending over; training in the acrobatic element "bridge" (girls), "handstand" (boys).

**Form of current progress control**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress**

Demonstrate the forward/backward roll technique.

**roll forward**

Execution technique.Crouching from the stop, straightening your legs, transfer the weight of the body to your hands, tilt your head forward; bending your arms, push off with your feet and roll over your head - group; perform a roll at point-blank crouching - stand up.

When mastering a somersault forward, the student must know the following rules:

1. When leaning on your hands, you must fully unbend your legs at the knees.2. Giving your shoulders forward, tilt your head to your chest.3. Pushing off with your feet, group, grabbing the middle of the shins with your hands.

**Roll back**

Execution technique.Crouching from the stop - feet at the width of the foot, shoulders slightly forward, group; tilt your head forward, pushing off with your hands, quickly roll onto your shoulder blades and, leaning your hands behind your shoulders, roll over your head; unbending your arms, go to point-blank crouching.

When mastering a somersault back, the student must know the following rules:

1. In emphasis, crouching, you need to give your shoulders forward.2. When rolling back, keep a tight group until your neck touches the mat and supports your hands behind your shoulders.3. Extending the arms begins until the legs touch the mat.

**Execution technique**acrobatic element "bridge":

From the starting position, lying on your back, bent legs are placed shoulder-width apart, hands rest at the head (fingers to shoulders). The legs and arms are unbent, the head is pulled back, the shoulders are above the hands, the knees are slightly bent, the body weight is evenly distributed on the legs and arms. As you master the exercise, the distance between the arms and legs gradually decreases.

**Technique:**acrobatic element "handstand":

Standing on the fly leg, pushing forward on the toe, hands at the top with palms forward, lunge with a step, tilt the torso forward, put straight arms on the floor shoulder-width apart and with a swing of one, push the other to go into a handstand. In the stance, the legs are connected, look at the floor, slightly tilting the head back. In a handstand, stretch up as much as possible, maintaining balance and a straight body position.

**Typical mistakes:**

Incorrect head position (does not lean back).

Too bent body.

Too wide or narrow stance.

The body is not fully extended in the shoulder and sternoclavicular joints.

**Insurance and assistance:**

Help from the side of the fly leg, stretching one hand forward (above the place where the hands are placed), grab the other by the thigh or shin of the fly leg. The raised hand serves as a guide. The student must stop at the moment of touching it with their feet.

**Module 1** Teaching tactical actions in basic sports

**Topic 15**Performing a control exercise.

**Form of current progress control**control exercise.

**Evaluation materials for ongoing monitoring of progress**

Control exercise: 1.1.Performing specially running exercises (10 exercises).

Control exercise: 1.2.Implementation of the outdoor switchgear complex on site (exercise 10-15).

**Module 1** Teaching tactical actions in basic sports

**Topic 16**Performing a control exercise.

**Form of current progress control**control exercise.

**Evaluation materials for ongoing monitoring of progress**

Control exercise: 1.3.Implementation of the outdoor switchgear complex on the move (exercise 10-15).

**Module 1** Teaching tactical actions in basic sports

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

**Form of current progress control**receptioncontrol standards.

**Evaluation materials for ongoing monitoring of progress**

See the table "Control standards".

**Module 1**Teaching tactical actions in basic sports

**Topic 19**Ski training. Safety briefing. Training in the technique of performing combat techniques with skis and on skis on the spot.

Form of current progress control oral survey

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

1. General safety requirements for ski training.
2. Ski training and skiing, their brief description.
3. Classification of ways of movement on skis.
4. Ski equipment and maintenance.

**Combat techniques with skis and on skis**

1. Before building, the skis are fastened with sticks. On the command “Ski - BRACE”, take the skis by the cargo platforms: the right ski - with the right hand from above, the left ski - with the left hand from below, pass the right ski with the toe under the straps of the left ski mounts, pass the upper ends of the fastened poles under the toe straps and put the poles with rings on ski socks.
2. On the command “STAND”, put the skis fastened with the heels at the toe of the right foot with the sliding surfaces forward (sticks towards you), holding the skis with the right hand by the cargo area above the bracket.
3. On the command “EQUALIZING”, turning your head, press the skis to your shoulder. On the command "AT ATTENTION", put your head straight, and transfer your hand with skis to the previous position.
4. When turning on the spot, on a preliminary command, the skis rise, after the turn is made, they fall on the snow.
5. On the command “Ski on the shoulder-CHO”, take the fastened skis on the left shoulder with sticks back, holding the lower ends with the left hand.
6. On the command “Ski to no-GE”, take the skis above the bindings with the right hand and move them down to the right foot so that the heels of the skis touch the toe of the right foot, at the same time support the skis above the right hand with the left hand, then lower the left hand, and put the right skis on the snow.
7. With a long movement on foot, the skis are taken to the “under the arm” position. At the command “Ski under ru-KU”, grab the sticks near the fastening brackets with your right hand, and with your left hand from the side of the sliding surface of the skis near the cargo area and tilt the upper ends of the skis forward down. Then, turning the skis from left to right with the sliding surface up, press them with the elbow of the right hand to the side, at the same time vigorously lower the left hand. Keep ski toes at knee height.
8. Skis to the leg from the “under the arm” position are taken on the command “Skis to no-GE”. On this command, grab the skis with your left hand from the side of the sliding surface near the cargo areas, and turn the skis with the right hand, to the left with the sliding surface down, raise the toes of the skis; holding the skis vertically, intercept them with your right hand above the bindings; quickly lower the left hand, with the right hand smoothly and clearly place the skis with the heels at the toe of the right foot.
9. When moving with skis at the foot, on the shoulder or under the arm, make movements with the free hand.
10. At the command "Stop" stop and take the skis to the foot without an additional command. Skis from the position "to the foot" are placed on the snow at the command "Skis - PUT". At this command, in a two-rank formation, the first rank takes three steps forward, then both ranks simultaneously take a step with their left foot forward and put their skis on the snow with sliding surfaces to the right, after which they put their left foot to the right.
11. In a single-rank formation, only the last two receptions are performed.
12. In order to take the skis, the commands "Platoon - to SKI" and then "Ski - TAKE" are given. On the first command, take a place at your skis, on the second - taking a step with your left foot, take the skis and take a combat stance with skis.
13. In a two-rank formation, after putting the left foot to the right, the second line takes three steps forward.
14. For putting on skis, the system is first broken into intervals and a distance of three steps. On the command “On skis - STAND”, take the skis in your left hand, unfasten the sticks with your right hand and put them in the snow or put them in rings back on the right side; disconnect the skis and lay them so that the cargo platforms are at the feet on the right and left. Attach skis to shoes, take poles, put on loops and take a combat stance on skis.
15. On the command “Let’s level up” (“Left - Level up”), press the upper ends of the sticks to your chest and turn your head to the right (left). At the command "Smirno" take a combat stance on skis.
16. ski rack
17. On the command “Left” (“Right”), rearranging the skis and sticks in four counts, turn 1/4 circle.
18. On the “Circle” command, raise the left leg bent at the knee with the ski forward up, while moving the left stick back behind the heel of the right ski, turn the leg with the ski to the left back and lower the ski onto the snow.
19. Transferring the weight of the body to the left leg, surround the right leg with the ski around the left leg and put it on the snow next to the left leg, put the sticks at the bindings.
20. Turns in motion to the left and right are made in the same way as on the spot, with slowing down on a preliminary command. When making a turn, at the first step of the outer in relation to the turn, attach the ski to the inner, and at the second - send it forward to continue moving in a new direction.
21. Turning around in motion is performed by the command "Circle - MARCH". At the preliminary command, a stop is made, and at the executive command, a turn is made (performed in the same way as on the spot).
22. The change of direction by entering with the shoulder is made, as in the case of turning on the spot, while maintaining gliding on skis.  
    To remove the skis, the command “Skis - REMOVE” is given. At this command, fasten the sticks, put (put) them in the snow on the right, unfasten the skis one by one and get off them to the left.
23. During long stops, the skis are folded into goats on the command “Ski-with-STOP”. At this command, remove the sticks and fasten their upper ends with loops, stick them in the snow one step in front of you, spreading the lower ends to the sides; remove the skis, connect them with sliding surfaces and put the socks on the loops between the sticks.
24. Composing skis into goats
25. At the command “To skis”, stand to the left of the skis at the cargo areas. After that, the command “On skis - STAND” or “Skis - BRACE” is given.

**Module 1**Teaching tactical actions in basic sports.

**Topic 20** Teaching the simultaneous two-step move.

**Form of current progress control**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress**demonstrate the technique of performing a simultaneous two-step move.

**Simultaneous two-step technique**.

It is based on two sliding footsteps with simultaneous removal and repulsion with sticks. Sliding step with the left foot to carry sticks forward. Stepping with your right foot, put the sticks on the snow forward in rings and, pushing off with your left foot, start pushing off with the sticks, tilting them forward and down. The push ends with the addition of the left leg and a strong tilt of the torso. This move is easier to perform on three counts.

A two-step simultaneous move is used on the plain, with poor sliding - on gentle slopes.

**Module 1**Teaching tactical actions in basic sports

**Topic 21** Learning to alternate one-step move; improvement of simultaneous two-stepmove.

**Form of current progress control**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress**demonstrate the technique of performing a simultaneous one-step move.

Simultaneous one-step technique.

The simultaneous one-step move is one of the main ones most often used when skiing, as it allows you to develop a high sliding speed - up to 8 m / s. Most often, the move is used on the plain with good gliding and with solid support for sticks. With the deterioration of sliding conditions, it can be used on gentle slopes. With excellent glide, highly skilled skiers can navigate the beginning of gentle slopes (when transitioning at high speed from flat to uphill) using this stroke. The simultaneous stroke cycle consists of one gliding step and a simultaneous push with the sticks, followed by a glide on both skis.

There are two variants of the simultaneous one-step move. The difference is due to a change in consistency in the work of the arms and legs. The main option is that the hands carry the sticks forward before the start of the push with the foot, the push with the hands begins immediately after the end of the push with the foot (two pushes follow continuously one after the other). The starting option - simultaneously with the push with the foot, the sticks are brought forward, and the repulsion with sticks is performed after a short run on one ski. The main option is more economical (the total cycle time is about 0.4 seconds longer than in the high-speed one), since the frequency of movements is lower. Naturally, the sliding speed in the main version is slightly less than in the high-speed one (by 1-2 m/s).

The main variant is as follows:  
1. After the end of the hand push, the skier slides on skis.  
2. Slowly straightening up, brings the sticks forward.  
3. Having previously transferred the body weight to the left leg, the skier performs a push with the left leg at the same time as placing the poles on the snow.  
4. At the end of the push with the foot, the repulsion with the hands begins, which is performed in the same way as in other simultaneous moves.  
5-6. The skier slides on the right ski, continuing to push with his hands. The left leg is moved forward with an active swing movement and is attached to the supporting leg at the end of the push with the hands.  
7. The hand push is over, the skier glides on two skis.  
The cycle of movements is repeated.

**Alternate two-step technique.**

To perform this move, you need to tilt your torso forward a little and take a sliding step forward with your left foot. In this case, you need to push off with your right foot and at the same time take out a slightly bent right hand with a stick forward. The brush is at shoulder level, the stick is placed on the snow near the toe of the boot. The left hand finishes the repulsion, it is extended back and down. After the push, the ski breaks away from the snow, the foot rises by 10 cm. It is necessary to slide alternately, then on the left, then on the right foot, smoothly transferring body weight to the supporting leg and pushing off with sticks with pressure.

**Simultaneous two-step technique**.

It is based on two sliding footsteps with simultaneous removal and repulsion with sticks. Sliding step with the left foot to carry sticks forward. Stepping with your right foot, put the sticks on the snow forward in rings and, pushing off with your left foot, start pushing off with the sticks, tilting them forward and down. The push ends with the addition of the left leg and a strong tilt of the torso. This move is easier to perform on three counts.

A two-step simultaneous move is used on the plain, with poor sliding - on gentle slopes.

**Module 1**Teaching tactical actions in basic sports

**Topic 22**Learning to alternate two-step move; improvement of the simultaneous one-step move.

**Form of current progress control**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress**demonstrate the technique of performing an alternating two-step move.

**Alternate two-step technique.**

The alternating two-step move is the main way of movement, the study of which is given the main attention. It is very often used when skiing in a variety of sliding conditions and terrain and is of great practical importance. This move is most effective on the plain with poor and medium sliding conditions, on gentle slopes (up to 2 °) with any slip, as well as on steep slopes (up to 5 °) with good and excellent sliding conditions and grip skis with snow.

The cycle of movements of the alternating two-step move includes two sliding steps and accompanying pushes with opposite sticks. The move is performed as follows:

1. The beginning of the first phase of free sliding. The push with the right foot is finished, the ski comes off the snow. The skier proceeds to a single-support glide on the left ski, the shin of the left leg at the end of the right push and the start of the glide is in a vertical position. The push is directed in a straight line - torso and right leg. The right hand brings the stick forward.

2-3. Gliding on the left ski, the right leg is relaxed and moves back and forth, slightly bending at the knee joint. The lower leg of the supporting leg is still vertical. The right hand continues to carry the stick, the left is relaxed and slightly thrown back by inertia. The angle of the torso does not change.

4-6. One-support sliding continues on the left. After pushing off with the right foot, the supporting left leg straightens slightly, the movement of the torso "to take off" begins. The right leg is slightly bent at the knee joint, relaxed and in the extreme rear position, which creates good conditions for the subsequent swing forward. The right hand brings the lower end of the stick forward, and the left, relaxed, is in the rearmost position.

7. Free gliding is over, the beginning of the swing of the right leg forward. The right stick is placed on the snow, and the left one begins to move forward.

8. The beginning of the push with an almost straightened right arm. The stick is at an angle - this allows you to immediately start an effective repulsion. The left stick is carried forward, the supporting leg is straightened at the knee joint and the right leg is swung forward.

9-13. Gliding with support on a stick. In the first phase of repulsion, the right hand, bending at the elbow joint, intensifies the push, the left is vigorously brought forward. Despite the straightening of the supporting leg, due to the strong pressure on the stick with the right hand, the pressure on the supporting ski does not increase, and may even decrease, which helps to maintain speed. The torso begins to tilt forward.

14. The moment of the end of sliding with straightening of the leg. The supporting leg is almost completely straightened, the flywheel approaches it, and the ski falls on the snow. A rigid support is created: the "arm - torso - supporting leg" system. In order to prevent an early roll, the pelvis is not brought forward. The trunk is tilted forward as much as possible. The angle of repulsion with the right hand decreases, which significantly increases the horizontal component of the push force, the left stick continues to be carried forward.

15-16. The right leg caught up with the left, repulsion began with extension in the hip joint. The angle of bending the leg at the knee decreases - the moment of squatting. The right hand continues the repulsion (at this time the force on the stick is maximum), the left hand is brought forward with an energetic movement. So it is brought forward and at the same time the gradual loading of the fly leg begins.

17-18. The repulsion with the left leg continues with straightening in the knee joint and loading of the swing leg. The right hand finishes the push, and the left hand is brought forward.

19. The push with the left foot continues. The right hand after the end of the push, relaxed by inertia, is thrown back.

20. The kick is completed, its direction along the line of the shin-thigh-torso causes the body to move back and forth and maintain the speed of movement in the single-support sliding phase. Half cycle completed. In the second part, all movements of the arms and legs are repeated in the same sequence, and the entire cycle of the move ends.

The alternating two-step move, despite the usual (as when walking without skis) cross-coordination, is rather complicated and requires a significant amount of time to master it. The presence of the sliding phase, the need to coordinate the work of the arms and legs in time, the change in the rhythm of movement when overcoming climbs create certain difficulties in mastering this move. Therefore, the study of the alternating two-step move begins in elementary school after repetition and restoration of skills in moving with a sliding step.

The sliding step is repeated in all its variants (without sticks, with sticks, holding them by the middle, with hands behind the back) on the plain and downhill. It is important to pay attention to the restoration and further development of balance.

**Technique**simultaneous one-step move.

The simultaneous one-step move is one of the main ones most often used when skiing, as it allows you to develop a high sliding speed - up to 8 m / s. Most often, the move is used on the plain with good gliding and with solid support for sticks. With the deterioration of sliding conditions, it can be used on gentle slopes. With excellent glide, highly skilled skiers can navigate the beginning of gentle slopes (when transitioning at high speed from flat to uphill) using this stroke. The simultaneous stroke cycle consists of one gliding step and a simultaneous push with the sticks, followed by a glide on both skis.

There are two variants of the simultaneous one-step move. The difference is due to a change in consistency in the work of the arms and legs. The main option is that the hands carry the sticks forward before the start of the push with the foot, the push with the hands begins immediately after the end of the push with the foot (two pushes follow continuously one after the other). The starting option - simultaneously with the push with the foot, the sticks are brought forward, and the repulsion with sticks is performed after a short run on one ski. The main option is more economical (the total cycle time is about 0.4 seconds longer than in the high-speed one), since the frequency of movements is lower. Naturally, the sliding speed in the main version is slightly less than in the high-speed one (by 1-2 m/s).

The main variant is as follows:

1. After the end of the hand push, the skier slides on skis.

2. Slowly straightening up, brings the sticks forward.

3. Having previously transferred the body weight to the left leg, the skier performs a push with the left leg at the same time as placing the poles on the snow.

4. At the end of the push with the foot, the repulsion with the hands begins, which is performed in the same way as in other simultaneous moves.

5-6. The skier slides on the right ski, continuing to push with his hands. The left leg is moved forward with an active swing movement and is attached to the supporting leg at the end of the push with the hands.

1. The hand push is over, the skier glides on two skis.

The cycle of movements is repeated.

**Module 1**Teaching tactical actions in basic sports

**Topic 23** Improvement of the alternating two-step move. Learning to stepless move

**Form of current progress control**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress**demonstrate the technique of performing an alternating two-step move.

**Alternate two-step technique.**

The alternating two-step move is the main way of movement, the study of which is given the main attention. It is very often used when skiing in a variety of sliding conditions and terrain and is of great practical importance. This move is most effective on the plain with poor and medium sliding conditions, on gentle slopes (up to 2 °) with any slip, as well as on steep slopes (up to 5 °) with good and excellent sliding conditions and grip skis with snow.

The cycle of movements of the alternating two-step move includes two sliding steps and accompanying pushes with opposite sticks. The move is performed as follows:

1. The beginning of the first phase of free sliding. The push with the right foot is finished, the ski comes off the snow. The skier proceeds to a single-support glide on the left ski, the shin of the left leg at the end of the right push and the start of the glide is in a vertical position. The push is directed in a straight line - torso and right leg. The right hand brings the stick forward.

2-3. Gliding on the left ski, the right leg is relaxed and moves back and forth, slightly bending at the knee joint. The lower leg of the supporting leg is still vertical. The right hand continues to carry the stick, the left is relaxed and slightly thrown back by inertia. The angle of the torso does not change.

4-6. One-support sliding continues on the left. After pushing off with the right foot, the supporting left leg straightens slightly, the movement of the torso "to take off" begins. The right leg is slightly bent at the knee joint, relaxed and in the extreme rear position, which creates good conditions for the subsequent swing forward. The right hand brings the lower end of the stick forward, and the left, relaxed, is in the rearmost position.

7. Free gliding is over, the beginning of the swing of the right leg forward. The right stick is placed on the snow, and the left one begins to move forward.

8. The beginning of the push with an almost straightened right arm. The stick is at an angle - this allows you to immediately start an effective repulsion. The left stick is carried forward, the supporting leg is straightened at the knee joint and the right leg is swung forward.

9-13. Gliding with support on a stick. In the first phase of repulsion, the right hand, bending at the elbow joint, intensifies the push, the left is vigorously brought forward. Despite the straightening of the supporting leg, due to the strong pressure on the stick with the right hand, the pressure on the supporting ski does not increase, and may even decrease, which helps to maintain speed. The torso begins to tilt forward.

14. The moment of the end of sliding with straightening of the leg. The supporting leg is almost completely straightened, the flywheel approaches it, and the ski falls on the snow. A rigid support is created: the "arm - torso - supporting leg" system. In order to prevent an early roll, the pelvis is not brought forward. The trunk is tilted forward as much as possible. The angle of repulsion with the right hand decreases, which significantly increases the horizontal component of the push force, the left stick continues to be carried forward.

15-16. The right leg caught up with the left, repulsion began with extension in the hip joint. The angle of bending the leg at the knee decreases - the moment of squatting. The right hand continues the repulsion (at this time the force on the stick is maximum), the left hand is brought forward with an energetic movement. So it is brought forward and at the same time the gradual loading of the fly leg begins.

17-18. The repulsion with the left leg continues with straightening in the knee joint and loading of the swing leg. The right hand finishes the push, and the left hand is brought forward.

19. The push with the left foot continues. The right hand after the end of the push, relaxed by inertia, is thrown back.

20. The kick is completed, its direction along the line of the shin-thigh-torso causes the body to move back and forth and maintain the speed of movement in the single-support sliding phase. Half cycle completed. In the second part, all movements of the arms and legs are repeated in the same sequence, and the entire cycle of the move ends.

The alternating two-step move, despite the usual (as when walking without skis) cross-coordination, is rather complicated and requires a significant amount of time to master it. The presence of the sliding phase, the need to coordinate the work of the arms and legs in time, the change in the rhythm of movement when overcoming climbs create certain difficulties in mastering this move. Therefore, the study of the alternating two-step move begins in elementary school after repetition and restoration of skills in moving with a sliding step.

The sliding step is repeated in all its variants (without sticks, with sticks, holding them by the middle, with hands behind the back) on the plain and downhill. It is important to pay attention to the restoration and further development of balance.

**Simultaneous stepless running**it is used with excellent glide and with a firm support for sticks on the plain, with good glide - on gentle slopes, with poor glide - on slopes of medium steepness. In addition, it is advisable to use it on rolled and icy sections of the ski track, when an attempt to take a step can lead to a loss of balance, and movement in such sliding conditions is possible only due to simultaneous repulsion with sticks.

It is very important during cross-country skiing to switch to this move in time (if there are appropriate conditions), since compared to other moves, the speed of movement is higher, and also due to the sufficient economy of the move. The speed of movement with this method is maintained only due to simultaneous pushes with sticks, sliding occurs all the time on two skis, so the main load falls on the muscles of the arms and torso (the muscles of the lower extremities are given relative rest).

A simultaneous stepless move is performed as follows:

1.After the end of the push with his hands, the skier glides, bending on two skis, his head slightly raised.

2-3.Gliding continues, the skier slowly straightens up and with a slight pendulum motion brings the sticks forward.

4.The skier straightens almost completely, preparation for repulsion begins - the body weight moves to the toes, the legs are slightly bent, the sticks are brought forward before setting on the snow.

5.The sticks are placed on the snow a little ahead of the bindings, the hand push begins.

6.The main effort on the sticks is developed by bending the torso. The angle of flexion of the arms in the elbow joints is somewhat reduced.

7-8.The push ends with full extension of the arms. The hands are at a level no higher than the knees, the angle of inclination of the sticks is the greatest.

1. After the end of the push, the skier slides by inertia, bent over, on two skis.

The cycle of movements is repeated.

Control exercise: 1.4. Performing an alternating two-step ski run.

**Module 1**Teaching tactical actions in basic sports

**Topic 24**Improvement of the alternating two-step move. Learning to brake with a “plow”, “emphasis”

**Form of current progress control**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress**demonstrate the technique of performing an alternating two-step move.

**Alternate two-step technique.**

The alternating two-step move is the main way of movement, the study of which is given the main attention. It is very often used when skiing in a variety of sliding conditions and terrain and is of great practical importance. This move is most effective on the plain with poor and medium sliding conditions, on gentle slopes (up to 2 °) with any slip, as well as on steep slopes (up to 5 °) with good and excellent sliding conditions and grip skis with snow.

The cycle of movements of the alternating two-step move includes two sliding steps and accompanying pushes with opposite sticks. The move is performed as follows:

1. The beginning of the first phase of free sliding. The push with the right foot is finished, the ski comes off the snow. The skier proceeds to a single-support glide on the left ski, the shin of the left leg at the end of the right push and the start of the glide is in a vertical position. The push is directed in a straight line - torso and right leg. The right hand brings the stick forward.

2-3. Gliding on the left ski, the right leg is relaxed and moves back and forth, slightly bending at the knee joint. The lower leg of the supporting leg is still vertical. The right hand continues to carry the stick, the left is relaxed and slightly thrown back by inertia. The angle of the torso does not change.

4-6. One-support sliding continues on the left. After pushing off with the right foot, the supporting left leg straightens slightly, the movement of the torso "to take off" begins. The right leg is slightly bent at the knee joint, relaxed and in the extreme rear position, which creates good conditions for the subsequent swing forward. The right hand brings the lower end of the stick forward, and the left, relaxed, is in the rearmost position.

7. Free gliding is over, the beginning of the swing of the right leg forward. The right stick is placed on the snow, and the left one begins to move forward.

8. The beginning of the push with an almost straightened right arm. The stick is at an angle - this allows you to immediately start an effective repulsion. The left stick is carried forward, the supporting leg is straightened at the knee joint and the right leg is swung forward.

9-13. Gliding with support on a stick. In the first phase of repulsion, the right hand, bending at the elbow joint, intensifies the push, the left is vigorously brought forward. Despite the straightening of the supporting leg, due to the strong pressure on the stick with the right hand, the pressure on the supporting ski does not increase, and may even decrease, which helps to maintain speed. The torso begins to tilt forward.

14. The moment of the end of sliding with straightening of the leg. The supporting leg is almost completely straightened, the flywheel approaches it, and the ski falls on the snow. A rigid support is created: the "arm - torso - supporting leg" system. In order to prevent an early roll, the pelvis is not brought forward. The trunk is tilted forward as much as possible. The angle of repulsion with the right hand decreases, which significantly increases the horizontal component of the push force, the left stick continues to be carried forward.

15-16. The right leg caught up with the left, repulsion began with extension in the hip joint. The angle of bending the leg at the knee decreases - the moment of squatting. The right hand continues the repulsion (at this time the force on the stick is maximum), the left hand is brought forward with an energetic movement. So it is brought forward and at the same time the gradual loading of the fly leg begins.

17-18. The repulsion with the left leg continues with straightening in the knee joint and loading of the swing leg. The right hand finishes the push, and the left hand is brought forward.

19. The push with the left foot continues. The right hand after the end of the push, relaxed by inertia, is thrown back.

20. The kick is completed, its direction along the line of the shin-thigh-torso causes the body to move back and forth and maintain the speed of movement in the single-support sliding phase. Half cycle completed. In the second part, all movements of the arms and legs are repeated in the same sequence, and the entire cycle of the move ends.

The alternating two-step move, despite the usual (as when walking without skis) cross-coordination, is rather complicated and requires a significant amount of time to master it. The presence of the sliding phase, the need to coordinate the work of the arms and legs in time, the change in the rhythm of movement when overcoming climbs create certain difficulties in mastering this move. Therefore, the study of the alternating two-step move begins in elementary school after repetition and restoration of skills in moving with a sliding step.

The sliding step is repeated in all its variants (without sticks, with sticks, holding them by the middle, with hands behind the back) on the plain and downhill. It is important to pay attention to the restoration and further development of balance.

**Stop braking**. Typically used to reduce speed when descending obliquely in both hard and soft snow conditions in front of very steep sections of the track. Start the descent obliquely on parallel skis, and then, slightly releasing the lower ski from body weight, take it to point-blank range and load it again smoothly. Put on the edge, it will cut off the layer of snow and slow down the movement. After a few meters of braking, put the bottom ski parallel to the top again. To enhance braking, it is necessary to push the lower ski a little forward and load it even more with body weight. Shift your body weight towards this ski while simultaneously turning your torso and assuming an angular position.

To learn this technique, look for small sections of the slope a little steeper than usual, and, having taken the stop position, begin the descent. You will feel that the edge of the lower ski clings to the snow with force. To increase braking, fully transfer your body weight to the lower ski and press hard on it with your heel. The extended leg serves as a support for you, preventing the torso from leaning forward too much.

**Plow braking**. It is used on slopes of various steepness and snow cover when moving straight down. Spread the heels of the skis to the sides, holding the socks, and, gradually standing on the edges, press them with force. The more you press on the rears without changing their position, the more braking effect you will get.

On a gentle and hard slope, learn to spread your backs, slide in the “plow” on almost flat skis and bring them together again. Then learn to put both skis on the edges by bringing your knees together, and you will feel how this greatly enhances braking. Gradually develop the ability to take the position of the "plough" very quickly and dampen the speed on shorter and shorter sections of braking. To maintain balance in the front-to-back direction, when braking begins, lean back and press hard on the backs of the skis.

**Module 1**Teaching tactical actions in basic sports.

**Topic 25** Improving the stepless move. Learning to turn in stepping motion

**Form of current progress control**checking practical skills, taking a control exercise.

**Evaluation materials for ongoing monitoring of progress**demonstrate the technique of performing a stepless move.

Simultaneous stepless running is used with excellent gliding and with a solid support for sticks on the plain, with good gliding - on gentle slopes, with poor - on slopes of medium steepness. In addition, it is advisable to use it on rolled and icy sections of the ski track, when an attempt to take a step can lead to a loss of balance, and movement in such sliding conditions is possible only due to simultaneous repulsion with sticks.

It is very important during cross-country skiing to switch to this move in time (if there are appropriate conditions), since compared to other moves, the speed of movement is higher, and also due to the sufficient economy of the move. The speed of movement with this method is maintained only due to simultaneous pushes with sticks, sliding occurs all the time on two skis, so the main load falls on the muscles of the arms and torso (the muscles of the lower extremities are given relative rest).

A simultaneous stepless move is performed as follows:

1.After the end of the push with his hands, the skier glides, bending on two skis, his head slightly raised.

2-3.Gliding continues, the skier slowly straightens up and with a slight pendulum motion brings the sticks forward.

4.The skier straightens almost completely, preparation for repulsion begins - the body weight moves to the toes, the legs are slightly bent, the sticks are brought forward before setting on the snow.

5.The sticks are placed on the snow a little ahead of the bindings, the hand push begins.

6.The main effort on the sticks is developed by bending the torso. The angle of flexion of the arms in the elbow joints is somewhat reduced.

7-8.The push ends with full extension of the arms. The hands are at a level no higher than the knees, the angle of inclination of the sticks is the greatest.

1. After the end of the push, the skier slides by inertia, bent over, on two skis.

The cycle of movements is repeated.

Control exercise: 1.4. Performing an alternating two-step ski run.

Ways of turns on skis are divided into two groups: turns on the spot, turns on the move.

Turns in place. These turns are special-applied exercises. They are used to master the skis as a projectile, to develop a “feeling for skis and snow”, for free ski control, for turns when passing the track.

The main ways of turns on the spot provided by the training program are:

1) stepping turn around the heels of the skis;

2) stepping turn around ski toes;

3) turn with a swing of the right to the right and a swing of the left to the left;

**Stepping turn around the heels of the skis**. This turn is performed from the starting position - the skis are parallel, the poles are placed next to the bindings.

They begin to cross with the foot that is closer to the direction of the intended turn. For example, when turning to the right, the skier transfers the weight of the body to the left leg and, raising the toe of the right ski, takes it to the side. Then, transferring the weight of the body to the right ski, he puts the left ski on it, while rearranging the stick of the same name. Stepping in this way is performed to the desired angle of rotation. The heels of the skis do not come off the snow.

Typical mistakes when mastering this turn:

1) separation of the heel of the ski from the snow or the heel of the boot from the ski;

2) insufficient transfer of body weight from one ski to another;

3) stepping is performed on straight legs;

4) inconsistent (non-simultaneous) movement of the stick and ski at the moment of stepping over;

5) stepping with the heel of one ski on another (crossing the skis).

**Stepping turn around ski toes**. The skier transfers the weight of the body to one of the skis, and takes the other (tearing off the heel from the snow) to the side and, transferring the weight of the body to it, puts another ski on it. The stick is rearranged simultaneously with the ski of the same name. Ski toes stay in one place without crossing each other. To facilitate the development of this turn, you can use some kind of auxiliary landmark (for example, a ski pole, a tree branch, a circle drawn in the snow, etc.) around which the movement is performed.

**Right leg swing to the right and left leg swing to the left**. This turn allows you to turn on the spot much faster than stepping. In addition, swinging is often the only way to turn on a narrow track or slope.

The turn is performed from the starting position - the skis are parallel, the poles are next to the bindings. The weight of the body is transferred to one leg, for example, to the right, and a swing is performed with the left leg with a turn of the leg and torso to the left. The left stick should not interfere with the movement of the ski. Therefore, simultaneously with the swing of the left foot, it is placed behind the right ski. After the swing is completed, the left ski is placed on the track in the opposite direction to the original one. Then the skier, lifting the right ski and the stick of the same name at the same time, turns around the left leg and puts them on the snow. Turn completed. In the same way, a turn is performed in the other direction.

**Module 1**Teaching tactical actions in basic sports

**Topic 26** Improving the methods of braking, turning in motion with stepping. Descent training in the main stance, with a turn to the right / left

**Form of current progress control**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress**demonstrate the technique of performing braking with a “plow”, “emphasis”.

**Stop braking**. Typically used to reduce speed when descending obliquely in both hard and soft snow conditions in front of very steep sections of the track. Start the descent obliquely on parallel skis, and then, slightly releasing the lower ski from body weight, take it to point-blank range and load it again smoothly. Put on the edge, it will cut off the layer of snow and slow down the movement. After a few meters of braking, put the bottom ski parallel to the top again. To enhance braking, it is necessary to push the lower ski a little forward and load it even more with body weight. Shift your body weight towards this ski while simultaneously turning your torso and assuming an angular position.

To learn this technique, look for small sections of the slope a little steeper than usual, and, having taken the stop position, begin the descent. You will feel that the edge of the lower ski clings to the snow with force. To increase braking, fully transfer your body weight to the lower ski and press hard on it with your heel. The extended leg serves as a support for you, preventing the torso from leaning forward too much.

**Plow braking**. It is used on slopes of various steepness and snow cover when moving straight down. Spread the heels of the skis to the sides, holding the socks, and, gradually standing on the edges, press them with force. The more you press on the rears without changing their position, the more braking effect you will get.

On a gentle and hard slope, learn to spread your backs, slide in the “plow” on almost flat skis and bring them together again. Then learn to put both skis on the edges by bringing your knees together, and you will feel how this greatly enhances braking. Gradually develop the ability to take the position of the "plough" very quickly and dampen the speed on shorter and shorter sections of braking. To maintain balance in the front-to-back direction, when braking begins, lean back and press hard on the backs of the skis.

**Module 1**Teaching tactical actions in basic sports

**Topic 27**Safety briefing for basketball lessons. Rules of the game. Basketball terminology. Referee gestures.

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

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

1. General safety requirements in the sports game "Basketball".
2. Rules of the game in the sports game "Basketball".
3. Referee gestures in the sports game "Basketball".
4. List and characterize the types of passes in the sports game "Basketball".
5. List and characterize the types of ball throws in the sports game "Basketball".

**Module 1**Teaching tactical actions in basic sports

**Topic 28** The main stance of a basketball player; Training in the movements of a basketball player (walking, running, jumping); Learning stopping techniques (step, jump); double-sided educational game.

**Form of current progress control**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress**demonstrate the basketball player's stance, the technique of moving the basketball player.

The stance is the starting position for all tricks with the ball and actions without the ball.

The weight of the body is evenly distributed on both feet, the distance between them is 40 cm, the knees are bent, the torso is slightly tilted forward, the arms are bent at the elbows, the hands are placed forward to the sides and are located near the chest.

Walking is used in basketball either when changing positions or when changing the pace of movement. The player moves on slightly bent legs, which allows him to quickly change the method of movement - to make a jerk, jump, etc. When playing on guard, he, as usual, moves with an added step, in a low or medium stance. The 1st step is taken with the foot closest to the direction of movement, the other foot is attached to the first with a sliding motion. Do not cross your legs.

Side step movements should be given as much attention and time as possible in training, combining them with moving forward, back forward, sideways, as well as with arm movements imitating knocking out, snatching the ball from a competitor. Thus, the issue of training the so-called energetic defender is solved at the same time. It is necessary to ensure that the movements are light, springy.

Running is the main method of movement around the site. The player must be able to run both face and back forward, sideways, side steps, while being zealous not to lose visual control over the actions of both his players and the competitor, as they say, “see the field”.

In basketball, running has its own characteristics. The contact of the foot with the platform is carried out by rolling from heel to toe or by gently placing the foot on the entire foot.

Stops are carried out either by jumping or by two steps. In the first case, the player makes a low sliding jump in the direction of travel.

A jump stop is used by a basketball player who has completed a dribble, received the ball on the move, caught the ball in a high jump, and also for the purpose of approaching a competitor and further passing.

In order to stop by this method, the basketball player performs a jump up - forward - right, (left). He lands at the same time on both widely spaced and powerfully bent legs with a slight slip, one leg is pushed forward. The body of the basketball player is relaxed, the weight of the body is transferred to the leg, set back.

The main importance in basketball is given to stops after the run, which are used to set up a barrier, change direction, release from a tightly guarded competitor.

**Module 1**Teaching tactical actions in basic sports

**Topic 29** Teaching the technique of passing the ball: from a place, in motion and in a jump. Teaching the technique of dribbling (right, left, alternately); double-sided educational game.

**Form of current progress control:**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress:**demonstrate the technique of passing the ball: from a place, in motion and in a jump.

In basketball, there are various ways to pass the ball to a partner. They can be divided into two large groups: two-handed passes and one-handed passes.

Passes of the ball are performed without bouncing and with a rebound from the court, from a place, in motion, with a jump, with a jump and turn in the air, with an oncoming movement to a player moving in front, with a low and high trajectory. Accuracy and timeliness of transmissions is a necessary condition for their implementation. Of decisive importance in the transmission technique is the active movement of the brush.

Passing the ball with two hands is performed from the chest, above and below.

**Pass with two hands from the chest**- the main way to interact with a partner at a short and medium distance. To perform this pass, the player, having taken a stand for the game, holds the ball with both hands in front of the chest. In this case, the thumbs are directed towards each other, the rest - up and forward. Arms are bent, elbows are turned down. To perform a swing, the arms with the ball describe a small circular motion down-back-up, the hands are unbent. Then the arms straighten sharply, pushing the ball away from the chest in the direction of the target. The throw ends with active flexion of the hands and extension of the legs.

**Overhead two-handed pass**used when the opponent is close to the sender. In the initial position, the player holds the ball at the top, arms slightly bent, legs shoulder-width apart and placed parallel or one in front. To perform the pass, the player makes a small swing back, then, extending his legs, with an active movement of his arms forward with a sweeping movement of his hands, directs the ball to his partner.

**Two-hand pass from below**is used when the opponent is close and interferes with an overhead pass or when the attacker does not have time to use another method. In the starting position, the player holds the ball with both hands in front of him. Making a swing, he takes his hands with the ball back to the thigh behind the standing leg. Then, by swinging the arms forward with a simultaneous step behind the standing leg, the player sends the ball in the right direction, making an active movement with the hands at the moment when the hands reach the level of the belt. In this way, the ball is passed a short distance directly from hand to hand.

Passing the ball with one hand is performed: from the shoulder, from above (hook), from below, from the side.

**Passing the ball with one hand from the shoulder**performed quickly and at any distance. From the starting position, the player, supporting the ball with his left hand, transfers it to the open right palm (when passing from the right) to the right shoulder. At the same time, he turns his torso in the same direction and bends his legs. Having finished the swing, he releases his left hand and, straightening his right, with a sweeping movement of the brush and turning the body, directs the ball to the target. At the same time, he unbends his legs. If the ball needs to be passed over a long distance, then the hand with the ball, when swinging, is retracted over the shoulder further back, and the rear leg, when the ball is released from the hands, is brought forward with a sharp push.

**Passing the ball with one hand from above**(hook) is applied when the opponent comes close and raises his hands. To perform this pass with the right hand, the player, turning his left side to the opponent, lowers his hands with the ball down and to the right, bends his legs and transfers the ball to his right hand, which, describing a circle, continues to move down-side-up. When the hand with the ball reaches a vertical position, the player, making the final movement with the hand, throws the ball and transfers the weight of the body to the left leg.

Dribbling is a technique in which a player with one hand sends the ball to the floor with a jerky movement. The head should be raised and the gaze directed forward. In basketball, dribbling is most often used with regular and reduced ball bounces. When dribbling the ball with a normal, medium-height bounce, the basketball player moves on slightly bent legs, the torso is slightly tilted forward, the arm that dribbles the ball is bent at the elbow (the forearm is parallel to the court), the hand with freely spaced fingers meets the bouncing ball and is superimposed on the ball from above. Push". The kicks of the ball are performed evenly, in coordination with the speed of advancement and somewhat to the side of the player. It is necessary to strive to ensure that the hand accompanies the ball for as long as possible, and this contributes to good control of the ball and better control of it. For fast movement, dribble with a high rebound of the ball is used. Dribbling with a reduced rebound is performed by a player in a lower stance and meets the ball rebounding from the court earlier. This is achieved by moving the hand with an almost straightened arm. It is used when it is necessary to change the rhythm of the lead, if the defender is close.

**Module 1**Teaching tactical actions in basic sports

**Topic 30** Turning technique training; Teaching ball tackling techniques (knocking out, pulling out, interception, two-sided training game.

**Form of current progress control:**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress:**demonstrate the technique of turns in basketball.

**turns**are designed to maneuver the attacker, standing still, in order to escape from the defender or cover the ball from knocking out. They are performed without the ball or with the ball, on the spot and in motion. There are two ways to turn in place: forward and backward, the name of the turn method depends on the direction of movement of the shoulder, which is of the same name as the stepping leg: if the movement (stepping) is performed towards the supporting leg, then this is a forward turn, respectively, when moving (stepping over) in opposite direction - turn back.

Depending on the game situation, the range of stepping, and, accordingly, the amplitude of the turn can vary from 30 to 180 °.

In the preparatory phase, the player is in a ready stance. The following actions are decisive for making effective movements in the main phase of this technique:

* relaxed, unfettered movement of the player around the toe of the supporting leg;
* performing a turn by transferring the weight of the body from the forward leg to the rear (supporting) leg, repulsion and stepping over the front with simultaneous rotation on the supporting one;
* performing the movement on bent legs.

The final phase is characterized by the arrival in a stable two-support position after the completion of the turn.

The supporting (“axial”) leg is the leg around the toe of which, like around the leg of a compass, the player rotates. For an attacker without the ball, either leg can be used as a pivot. Another position when turning by the player in possession of the ball. If this was preceded by a two-step stop with catching the ball in motion or after a dribbling, then the status of the supporting leg is given to the foot that first touches the floor. When the player stopped in a jump, or caught the ball in a jump while touching the floor with both feet at the same time, or took possession of the ball while standing still, then any foot can become a pivot, i.e. the crossing can be done with either foot, but not alternately. After the player determines (designates) the supporting leg, tearing it off the court when making turns with the ball is prohibited by the rules. It is also possible that in which none of the legs can be used as a support. This happens if, when taking possession of the ball, the player touches the floor with one foot and then, pushing off with it, lands on two, i.e., there is a combined type of stop.

**Turn in motion**used by an attacker to get away from an opponent without the ball or with the ball dribbling while maneuvering around the court. In the preparatory phase, the player is on the move. Movements in the main phase are of an explosive two-stroke nature. Initially, due to a rotation, usually 180° on the front foot, with a simultaneous reverse step on the other foot, the player turns his back to the direction of movement. By subsequent rotation with the required amplitude on the leg that has stepped over and the next step with the other leg in the same direction, he turns his face in the chosen direction. In the final phase, the attacker resumes movement. All of these movements are interconnected and have a holistic, continuous character.

The effectiveness of turning in motion depends on the speed and unexpectedness of execution, the ability to instantly transfer body weight from one leg to another and not lose balance and orientation in space when rotating around its axis.

Kicking the ball is one of the most commonly used techniques in defensive play, allowing you to master the ball with great efficiency. This technique has gained particular importance in modern basketball in connection with the new interpretation of certain points of the rules of the game, which allow contact with the attacker's hand when hitting the ball.

Knocking out the ball in the game is performed from the opponent's hands or while dribbling.

*kicking the ballfrom the hands of an opponent*is carried out, as a rule, after active opposition to possession of the ball due to shallow attacks to the attacker and returning back to the SP, accompanied by a movement of the arm extended forward. At a convenient moment, a short hit on the ball from above or below follows with a brush with tightly pressed fingers. The most effective is considered to be knocking out from below at the moment of catching the ball by the attacker, in particular when landing after mastering the ball in a jump and insufficiently covering it.

*Knockout while dribbling*requires the ability of the defender to push the attacker to the sideline, adjust to his back, gaining the same speed as him, and, having determined the rhythm of dribbling, kick the ball from behind with the hand closest to the opponent at the moment of lifting it after the rebound. It is very effective to kick the ball from behind at the initial moment of dribbling.

*kick the ball*it is also possible from the side with respect to the opponent with the hand closest to him, moving at the same speed as him. At the same time, it is also necessary to preliminarilyhttps://studfiles.net/html/2706/479/html_vENpZ2Tpno.Vtmz/img-FsXneK.pngtwist the dribbler along the sideline and catch up with him in the speed of movement.

Basketball players of a high level of skill are able to hit the ball while in front of the attacker. This is achieved by explosive movement of the hand closest to the ball after an unexpected lunge.

Pulling the ball is carried out in a situation where the attacker has somewhat weakened control over the ball. The most suitable for this is the moment of lowering the ball down after mastering it (when catching, passing or taking a rebound), as well as the moment of turning back to the attacked basket after an interrupted dribbling.

Having approached the opponent, the defender must grab the ball with his hands as deeply as possible (one from above, the other from below) and make a sharp movement towards himself while simultaneously turning the body towards the supporting leg.

Turning the ball around a horizontal axis makes it easier to overcome the opponent's resistance.

Control exercise: "Basketball dribbling technique".

**Module 1**Teaching tactical actions in basic sports

**Topic 31** Teaching the technique of throwing the ball into the ring from a place / in motion; relay races with throws into the ring from a place; two-sided game

**Form of current progress control:**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress:**demonstrate the technique of throwing the ball into the ring from a place.

**Throw with two hands from the chest**in modern basketball it is used extremely rarely and mainly for attacking the basket from long distances. This method of throwing is mastered by those involved most quickly. With him, they begin training in remote throws from a place.

In and. n. the player holds the ball at the chest, while in the striker's stance. Since the throw is performed with two hands, the location of the legs can change: the feet, with their toes directed towards the basket, are placed parallel at the same level, or one of them (any) is put forward. The player individually chooses the optimal stance for himself.

According to the structure of movements in the preparatory, main and final phases, a throw with two hands from the chest corresponds to the transfer of the same name. The throw begins with the same loop-like swing movement, and the ball is released after it is carried along the body and face from the bottom up with both hands and the subsequent full extension of the arms. At the same time, all parts of the body are straightened up. To communicate the required flight path to the ball, the departure angle here is more steep compared to the transmission. Before releasing the ball, the hands unbend as much as possible (“taken over”), and the throwing movement ends with a soft rolling of the ball from the end phalanges of the middle and index fingers, followed by its accompaniment by the hands and complete relaxation of the hands.

**Throw with two hands from the head***(above)*it is expedient from an average distance with tight guarding of the opponent and completely coincides with the structural features of the pass of the same name.

The location of the legs, as in the previous throw, is arbitrary. To swing the ball from the attacker’s stand, the shortest way is to raise it with both hands to the head: the elbows are optimally apart, the height of the ball is individual, the hands are “cocked” - they are under the ball, palms up and parallel to the floor. Simultaneous and smooth straightening of the lower and upper limbs ends with a soft release of the ball. The flight direction is set by the synchronous movement of the index fingers of both hands at the final moment of the main phase of the throw, i.e. after full straightening of all parts of the body. After releasing the ball, the hands are turned with the backs of the palms to each other, the thumbs look down.

**Throw with one hand from the shoulder***-*an effective way to attack the ring from a place from medium to long distances, and is also successfully used as a free throw.

Unlike throws with two hands in and. n. the player always puts forward the leg of the same name with the throwing hand: ankle, knee, hip, shoulder, elbow and wrist

E joints are located in the same vertical plane with the ball. The sequence and structure of movements in all phases of the throw are identical to the features of the performance of the transfer of the same name. The main function in achieving the effectiveness of the throw is assigned to the throwing hand. The height of her elbow lift varies from player to player and is a matter of individual preference, i.e. does not affect the accuracy of the throwing movement. It is important that the extension movement is soft, smooth and performed for all joints of the throwing arm in the same vertical plane, and the ball is directed to the basket through the index finger. The other hand only supports the ball without taking a direct part in the throw.

**Throw with one hand from the head (from above)**- the main throw in basketball to hit the basket from close, medium or long distance, as well as from the free throw line. Moreover, from a place this throw in the game is used to a greater extent only for the implementation of a free kick. Basically, it is performed in a jump.

In and. p., as in the previous method of throws, the basketball player takes a triple threat stance: the leg of the same name with the kicking hand is in front and the toe is directed towards the basket; the other leg is placed half a foot behind and turned toe outward at an angle of up to 45 °; the ball is held with both hands at the shoulder of the throwing arm (with the working hand from the back of the ball, and the supporting one from the side).

*Preparatory phase*begins with simultaneous bending of the legs in the knee and ankle joints (the legs are "charged") and the removal of the ball to the head (the angle of flexion in the elbow joint approaches 90 °). The player is in a position where the index finger of the throwing hand, elbow, knee of the same name and foot are in the same vertical plane with the basket. The gaze is focused on the upper point of the arc of the ring closest to the player during a “clean” throw or on the corresponding point of the small square of the shield during a rebound throw. The ball lies on the wrist of the throwing hand, as much as possible "taken" on itself, and is supported by the other hand from the side.

The main phase is characterized by coordinated extension in the hip, knee and ankle joints of both legs, shoulder and elbow joints of the throwing arm. The ball is held with both hands until they are almost fully extended in the elbow joints, after which the supporting arm is moved to the side (the hand is directed towards the throwing arm). The torso and head remain vertical. The throwing movement ends with active bending forward in the wrist joint of the working hand with a whip of the hand. The release of the ball is carried out with the full extension of the lower limbs and the thrower - the fingers do not allow the ball to fall to the side). The force falls on the bottom of the ball, which gives it a reverse rotational movement around the transverse axis.

During a free throw, the ball is released towards the basket at an angle of about 55° from the horizontal, which allows it to be given such a trajectory that it approaches the basket at an angle of 45°. In other cases, the ball release angle varies slightly depending on the player's height, distance to the basket, and the degree of opposition.

In the final phase of the reception, the throwing hand accompanies the flight of the ball to the basket: the straightened hand forms an angle of about 60 ° with the ear, the working hand is relaxed “thrown down” - bent at the wrist joint; the player "reaches" for the ball, rising on his toes, and then comes to the ready stance.

**Throw with one hand from below**useful during the passage under the backboard in conditions of active resistance of the opposing defender and is used to avoid the movement of the hands covering the ball at the top.

In the preparatory phase, after mastering the ball and performing a two-step run-up, which in all respects coincide with the movements when throwing with one hand from above, the player seeks to jump as far forward and upward as possible, and not vertically upward. To do this, he, leaning forward, takes out the general center of gravity of the body beyond the jogging leg; the throwing hand (farthest from the defender), turned with the palm towards the basket, independently holds the ball at waist level.

In the unsupported position in the main phase, the arm is carried forward and upward, fully straightening, as if the player is trying to reach the ring. At the same time, to lengthen the flight, the jogging leg can be bent and brought to the flywheel. The final movement of the brush at the highest point of the jump is performed sharply towards itself, giving the ball a forward rotation around the transverse axis.

*Final phase*is performed as in a throw in motion with one hand from above, i.e. the player lands on the ground foot or both feet, ready to continue the game.

**Throw with two hands from below**differs from the previous one in that the ball is controlled by two hands from the moment it is mastered until it is released. The removal of the ball for a throw is carried out by straightening the arms from the bottom forward-up. Brushes are directed upward with palms: thumbs forward, little fingers down. The ball is sent to the basket with the middle, ring and little fingers of both hands, which give it forward rotation.

https://studfiles.net/html/2706/479/html_vENpZ2Tpno.Vtmz/img-q0TLMU.png*One arm overhead throw (hook)*effective in the immediate vicinity of the opponent's backboard or at medium range, when the player receives the ball, standing sideways or with his back to the basket, and he is actively guarded by a tall defender. It can be carried out both after stepping from a place, and after mastering the ball in motion.

When throwing after stepping from a place, the preparatory phase begins with a step opposite with the throwing hand of the leg away from the opponent. The foot is placed by rolling from the heel to the toe and to the outside, followed by a turn to the position sideways to the shield. At the same time, the supporting leg is slightly bent, the player's gaze is fixed on the basket, the ball lies on the bent hand of the throwing arm, raised to shoulder level and supported from above by the other hand. If the player receives the ball in motion, a two-beat run-up rhythm is used.

In the main phase, pushing off with the opposite foot, the player raises the half-bent arm with the ball up and to the side in the shortest way. The free arm, bent at the elbow joint at a right angle, protects the ball from the defender. Simultaneously with the swing of the leg of the same name with the throwing arm, bent at the knee, the torso turns forward. At the highest point of the jump, the ball is directed to the basket in an arcuate motion above the head. The release is made by a rolling motion of the hand when the vertically extended arm approaches the head.

In the final phase, the player accompanies the ball by bending the throwing arm in the elbow and wrist joints (“covers the head”) and lands in a stable two-support position with arms raised to fight for the rebound: in readiness to continue the game confrontation.

*Throws with one and two hands from below, with one hand above the head (hook) can be performed in the game also after dribbling.*At the same time, the technique for performing these throwing movements remains unchanged.

**Module 1**Teaching tactical actions in basic sports

**Topic 32** Teaching the technique of finishing the ball into the ring, the technique of free throw; two-sided educational streetball game.

**Form of current progress control:**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress**demonstrate the technique of finishing the ball into the ring.

**Technique for hitting the ball into the ring**

1. When finishing, spread and relax your fingers, and fix the brush.

2. Hold the ball for a moment on your fingertips and then direct it into the basket, not with a slap, but with a push.

3. Finish off with one or two hands, but you will reach the highest height when finishing with one hand.

4. Hit the ball softly. This will contribute to a better hit if the ball lingers on the ring.

5. Learn to perfectly combine your actions in time and space.

6. When finishing the ball, be active.

In many cases, you will be able to get multiple finishing moves.

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

**Module 1**Teaching tactical actions in basic sports

**Topic 33** Training in the technique of a protective stance (a stance with an exposed leg forward, on the same line); Training in tactical actions in an attack (barriers, movements, rebound); educational double-sided game.

**Form of current progress control:**checking practical skills, taking a control exercise.

**Evaluation materials for ongoing monitoring of progress:**demonstrate defensive stance technique.

A defensive stance is a player's combat position, it should create the most favorable conditions for performing protective functions.

It must be stable, easy to see the opponent and move quickly in any direction, and also easy to fight for possession of the ball.

The most rational stance: the player's legs are bent at the knees, for stability, one leg is in front and the other is behind. Body weight is evenly distributed on the soles of both feet. The defender's head is turned so that he has a clear view of both the player he is holding and the surroundings. The position of the hands of the defender may be different. The three most common hand positions are:

In the first case, the arms are spread apart and form, as it were, a barrier for the attacker. This position of the hands is used to prevent the passing of the ball.

In the second, the arms are bent at the elbows, which creates favorable conditions for hitting the ball or intercepting it.

In the third case, one hand is raised up to prevent a shot into the basket, and the other is lowered down to prevent the ball being dribbled.

Hands play a huge role in the performance of protective functions. The fighting stance in defense cannot be complete if the defender's arms are passively down.

The player's defensive stance must be modified depending on the specific playing environment and on the characteristic features of the player under charge. In particular, it changes depending on whether the opponent has the ball, how the attacker is positioned in relation to the backboard, and on which side the basket is threatened.

The protective stance has the following varieties: a) left and right stances, b) high, medium and low stances. The left stance is called the stance when the defending player has his left foot in front, the right stance is when the defending player has his right foot in front.

High, medium and low stances differ from each other in the depth of the landing of the defending player. With a high stance, the basketball player’s knees are slightly bent, with an average stance, the knees bend more, with a low stance, the player’s landing is even lower.

Control exercise:1.6. Making a free throw in basketball.

Individual actions are the actions of individual players aimed at solving individual problems that arise during the game. The success of the whole team often depends on individual actions.

The player's actions are determined by the situation on the field and must be fully subordinated to the implementation of collective tactical tasks. Each player must be able to act independently (martial arts, dribbling, going under the shield). The quality of the action of an individual player in a team and in single combat depends on his general physical, technical and tactical training, the ability to determine the situation on the field and choose the means of attack that best suit this situation.

* [Off-ball actions against a defender](http://www.offsport.ru/basketball/napadenie/dejstvija-igroka-bez-mjacha-v-borbe-s-zashhitnikom.shtml)
* [Actions of the player with the ball in the fight against the defender](http://www.offsport.ru/basketball/napadenie/dejstvija-igroka-s-mjachom-v-borbe-s-zashhitnikom.shtml)
* [Distracting actions during the attack of the basket](http://www.offsport.ru/basketball/napadenie/otvlekajushhie-dejstvija-pri-atake-korziny.shtml)

## Collective action in attack

The overall success of a team is made up of the success of its individual members. It would seem that the highly technical individual game of each player should ensure the success of the team. However, practice shows that in attack the success of the team depends on the clear interaction of several or all players. Even individually capable basketball players sometimes lose in single combat and are helpless in front of the collective actions of the enemy. If all players strive to act individually, without observing the development of the game as a whole and without resorting to interaction, then it will be difficult for them to fight the enemy.

Mutual understanding and mutual assistance are the main conditions for successful joint action and collective play in the attack.

* [Group actions](http://www.offsport.ru/basketball/napadenie/gruppovye-dejstvija.shtml)
* [Team actions](http://www.offsport.ru/basketball/napadenie/komandnye-dejstvija.shtml)

**Module 1**Teaching tactical actions in basic sports

**Topic 34**Improving technical and tactical actions in a two-sided game.

**Form of current progress control**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress**demonstrate tactical actions in the attack.

Individual actions are the actions of individual players aimed at solving individual problems that arise during the game. The success of the whole team often depends on individual actions.

The player's actions are determined by the situation on the field and must be fully subordinated to the implementation of collective tactical tasks. Each player must be able to act independently (martial arts, dribbling, going under the shield). The quality of the action of an individual player in a team and in single combat depends on his general physical, technical and tactical training, the ability to determine the situation on the field and choose the means of attack that best suit this situation.

* [Off-ball actions against a defender](http://www.offsport.ru/basketball/napadenie/dejstvija-igroka-bez-mjacha-v-borbe-s-zashhitnikom.shtml)
* [Actions of the player with the ball in the fight against the defender](http://www.offsport.ru/basketball/napadenie/dejstvija-igroka-s-mjachom-v-borbe-s-zashhitnikom.shtml)
* [Distracting actions during the attack of the basket](http://www.offsport.ru/basketball/napadenie/otvlekajushhie-dejstvija-pri-atake-korziny.shtml)

## Collective action in attack

The overall success of a team is made up of the success of its individual members. It would seem that the highly technical individual game of each player should ensure the success of the team. However, practice shows that in attack the success of the team depends on the clear interaction of several or all players. Even individually capable basketball players sometimes lose in single combat and are helpless in front of the collective actions of the enemy. If all players strive to act individually, without observing the development of the game as a whole and without resorting to interaction, then it will be difficult for them to fight the enemy.

Mutual understanding and mutual assistance are the main conditions for successful joint action and collective play in the attack.

* [Group actions](http://www.offsport.ru/basketball/napadenie/gruppovye-dejstvija.shtml)
* [Team actions](http://www.offsport.ru/basketball/napadenie/komandnye-dejstvija.shtml)

**Module 1**Teaching tactical actions in basic sports

**Topic 35**Safety rules for swimming lessons. Personal hygiene requirements.

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

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

1. General safety requirements for swimming.
2. Sources of danger in the pool.
3. Bruises and convulsions.
4. Contraindications for swimming lessons.
5. Requirements for personal hygiene in swimming lessons.

**Module 1**Teaching tactical actions in basic sports

**Topic 36**Training in crawl technique on the chest, on the back, crawl breathing technique on the chest.

**Form of current progress control:**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress:**demonstrate the front crawl technique.

### body position

The body of the swimmer is in a horizontal position at the surface of the water, the shoulders are just above the pelvis - this forms the angle of attack. Due to the angle of attack, lift forces are created to facilitate forward movement. When swimming front crawl, the optimal angle of attack is 3-5 degrees.

### Breath

When swimming crawl for one cycle of movement, one breath is taken (under the right or under the left hand). There are also swimming options with inhalation every 3 strokes or 5 strokes, so the inhalation alternates under the right, then under the left hand. Such breathing is called 3x3 or 5x5.

Inhalation is performed above the water through the open mouth at the beginning of the hand passing over the water, then the face descends into the water and a long exhalation begins through the mouth and nose, which ends with a sharp exhalation at the moment the head is turned to inhale. The exhalation ends above the water. The exhalation itself is longer than the inhalation.

### Hand movements

The movement of each hand consists of the following phases:

* **entry of the hand into the water**

The hand enters the water at an acute angle, the palm is facing down-back, the fingers are connected. Immersion of the hand in water is carried out in the following sequence: hand, forearm, shoulder. Entering the water, the hand begins to capture.

The hand enters the water close to the longitudinal axis of the body or between it and a parallel line conventionally drawn at the width of the shoulder. At the moment of touching the water with the hand, the angle of body roll to the opposite side is still 10–15°; at the moment of completion of entry into the water, it is equal to zero.

* **capture**

The capture begins with the movement of the arm forward and down, slightly bending at the elbow joint. Further, the arm continues to bend at the elbow joint and changes direction to move down-inward, moving under the longitudinal line.

* **pull-up**

The phase begins with the rotation of the arm inward and flexion of the forearm by gradually increasing the pressure of the hand on the water.

* **repulsion**

the most energetic part of the cycle. The brush moves with acceleration under the abdomen and pelvis from front to back and slightly outward, maintaining a position close to the front. The arm is extended at the elbow joint. The swimmer, due to good support on the water, accelerates the movement of the body forward. The subphase ends with a sliding movement of the hand up and back and slightly outward, mainly due to the extension of the forearm. The beginning of the roll of the body to the opposite side contributes to the optimal completion.

* **hand out of the water**

coincides with the roll of the body to the opposite side. When the hand has reached the thigh, the active muscular effort to move the body forward stops, and the elbow rises out of the water. At the next moment, the shoulder, forearm and hand sequentially rise from the water and the movement (carrying) of the arm over the water begins. The hand comes out of the water behind the line of the pelvis, at the hip.

* **carrying a hand over the water**

A bent arm without undue tension in the shortest way quickly sweeps over the water and enters the water. During the sweep, the elbow is in a high position and directed up and to the side, and the hand is held near the surface of the water.

### Leg movements

Legs perform alternating movements up and down. The footwork ensures a stable horizontal position of the body and maintains forward speed. Footwork can be divided into two phases: preparatory and working. When one foot strikes, the other begins the preparatory movement. The working (or shock) movement is made downwards, and the preparatory movement is upwards.

### General coordination of movements

The general coordination of movements is ensured by the continuity of the working movements of the arms and legs, a clear coordination of movements with breathing.

# body position

For maximum streamlining in the water with the crawl style on the back, the swimmer's body should be located almost horizontally - the angle of attack should not be higher than 6-8 °, the shoulder girdle is just above the pelvis.

In the process of teaching backstroke swimming technique, an important aspect is the development of correct head position skills in students. During the movement, the water level should pass approximately at the level of the ears of the swimmer, whose head lies with the back of his head on the so-called front wave. The neck is relaxed and in line with the spine. The eyes look up and slightly back.

This head position during the swim should become natural if you want your backstroke technique to produce optimal results, allowing you to perform the most productive strokes with your hands.

In addition, when swimming in a crawl on the back, the swimmer's shoulder girdle rhythmically sways left and right relative to the longitudinal axis of his body. These half-turns help the arms to strengthen the stroke, carrying it out at the desired depth, and also to carry the other hand over the water with minimal resistance. The roll angle to the sides should not exceed 25-35°.

# Hand movement

When one hand makes a stroke, the second is carried over the water at this time. At the moment when the hand at the level of the hip finishes the stroke and leaves the water, the other enters the water and performs the influx.

At the initial stage, one arm is extended under water behind the head and is parallel to the water surface.

When performing the influx and the supporting part of the stroke, the arm extended behind the head begins to bend at the elbow joint, the hand and forearm remain on the same line.

The main part of the stroke begins with a successive extension of the arm at the elbow, during which the hand takes an almost perpendicular position to the surface of the water to form a larger repulsion area during the stroke.

As the arm is withdrawn from the water, the shoulder, forearm, and hand are successively brought to the surface. This lifts the shoulder of the outgoing arm out of the water, greatly helping to speed up the exit.

Slightly half-bent at the elbow, the arm emerging from the water quickly sweeps through the air in the direction of the swimmer. Her hand turns palm outward to enter the water down with her little finger. The turn of the hand facilitates the process of circular movement of the arm through the air and the beginning of a new stroke, in which the arm descends into the water behind the head approximately at the line of its shoulder and takes the initial position for the influx.

The general scheme of the alternate work of the hands in the crawl style on the back looks like this - when stroked, each hand performs:

1. influx and reference stage of the stroke;
2. the main stage of the stroke;
3. exit from the water.

The division of the stroke into the reference and the main stage is conditional.

# Breath

One cycle of movements of the swimmer includes 1 inhalation and 1 exhalation. Inhalation is performed at the end of the stroke, with the mouth, as a rule, under the stronger (leading) hand. After a short delay in the lungs, the air begins to be slowly exhaled through the mouth until a new breath is taken. At the end of exhalation, the remaining air is exhaled with force, preventing water from entering the mouth during inhalation.

# Footwork

The technique of footwork in swimming on the back is in many ways similar to the work of the legs in front crawl on the chest - the same continuous, alternate, rhythmic up and down movements, whip-like movements of the legs also start from the hip, go to the lower leg and end with the feet. However, in the crawl on the back, the toes are turned more inward, and at the extreme points the distance between them is somewhat greater.

In the work of the legs, the maximum effect for the advancement of the swimmer is given by the vigorous extension of the legs in the knee joints, which contributes to a stronger repulsion from the water.

When one leg from the lowest position rushes up, the second from the highest position moves down. In the backstroke crawl, the legs can go down to a greater depth than in the front crawl. With an increase in the swimmer's speed of movement, the amplitude of movement of the legs is reduced.

**Module 1** Teaching tactical actions in basic sports

**Topic 37**Performing a control exercise.

**Form of current progress control**control exercise.

**Evaluation materials for ongoing monitoring of progress**

Control exercise: 1.4.Performing an alternating two-step ski run (passing a distance of 500m).

Control exercise: 1.5.Performing dribbling in basketball with a snake (distance 20m.).

**Module 1** Teaching tactical actions in basic sports

**Topic 38**Performing a control exercise.

**Form of current progress control**control exercise.

**Evaluation materials for ongoing monitoring of progress**

Control exercise: 1.6. Performing a free throw in basketball for accuracy (10 shots).

**Module 1** Teaching tactical actions in basic sports

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

**Form of current progress control**receptioncontrol standards.

**Evaluation materials for ongoing monitoring of progress**

See the table "Control standards".

**Module 1**Teaching tactical actions in basic sports

**Theme of independent work**Athletics

**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 3 tasks and arrange them in the form of a printed work.**

*Exercise 1. Define what running and walking are. Similarities and differences between running and walking.*

*Exercise 2. Fill in the table.*

*Exercise 3. Fill in the scheme "Low start technique"*

**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 according to the sample.***

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

**Task 3.*Fill in the diagram***

Low start

"March"

the runner straightens the legs so that the pelvis is slightly higher than the shoulders, but the head should not change its position in relation to the body.

"On your marks"

**Module 1**Teaching tactical actions in basic sports

**Subject**independent workBasketball

**Form of control of independent work**test

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

Test 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 3 tasks and arrange them in the form of a printed work.**

Task 1. Define the concept of "dribbling". Describe the characteristics of dribbling in basketball.

Task 2. Fill in the table.

Task 3. Complete test tasks.

**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 according to the model.**

Throw types.

|  |  |  |
| --- | --- | --- |
| Name | Points in the game | Peculiarities |
| 1. Free kick | 1 point | Performed by a player after a violation of the rules on him by a player of the opposite team |
|  |  |  |
|  |  |  |

**Task 3.Complete a test task**

1. Dimensions of the basketball court (m):

a) 26×14; b) 28×15; c) 30×16.

2. Basketball court line width (cm):

a) 5; b) 6; at 8.

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

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

4. The temperature in the hall during the competition:

a) 5 - 30°С; b) 15 - 30°С; c) 10 - 25°С.

5. Basketball basket height (cm):

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

6. Ball circumference (cm):

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

7. Basketball backboard dimensions (cm):

a) 120×180; b) 115×185; c) 105×180.

8. Ball weight (g):

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

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

a) 4; b) 5; at 6.

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

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

11. Players' jerseys must be numbered:

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

12. In what year did basketball appear as a game:

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

13. Who invented basketball as a game:

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

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

a) a different color number on the chest;

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

c) to have a bandage on his arm.

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

a) Permitted;

b) not allowed;

c) is permitted under one's own responsibility.

**Module 1**Teaching tactical actions in basic sports

**Topic 41**Starting lesson.

**Form of current progress control**acquisition of practical skills.

**Evaluation materials for ongoing monitoring of progress**Practical tasks (control standards, control exercises) to test the formed skills and abilities for the first year.

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Topic 1**Athletics. Safety briefing.

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

**Evaluation materials for ongoing monitoring of progress:**

1. Walking and running are natural ways of human movement.
2. Similarities and differences between walking and running.
3. Jump as a natural and most rational way to overcome obstacles.
4. General requirements for safety in athletics.
5. Basic terms in athletics.
6. Basic rules for athletics competitions.

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Theme 2**Improving the technique of movements of the legs and pelvis, arms in combination with the movements of the legs in race walking.

**Form of current progress control:**acceptance of control standards.

**Evaluation materials for ongoing monitoring of progress:**demonstrate the technique of race walking in full coordination.

One of the main technical conditions for sports walking is the fixation of a two-support position, i.e. The swing leg extended forward must touch the ground before the toe of the skating leg leaves the ground. The second mandatory requirement, according to the rules of the competition, is that in each step the supporting leg must be straightened at the knee joint when passing the vertical.

During sports walking, the pelvis moves not only in the anterior-posterior, but also in the transverse direction, which is associated with straightening at the moment of the vertical of the supporting leg in the knee joint.

In race walking, as in normal walking, there is an alternation of single-support and double-support phases. At the moment when the foot, pushing off, still touches the ground with its toe, the other leg, finishing straightening in front, is placed on the ground from the outside of the heel.

Movements during race walking, despite the high pace, should be natural, smooth and soft, especially in the shoulders and pelvis, sharp and angular movements should be avoided. Turns of the shoulders and pelvis in opposite directions balance the movements of the legs and pelvis, reduce deviations of the body from straight forward movement and contribute to an increase in muscle effort during repulsion. With bent arms, the walker vigorously moves back and forth. At the moment of the vertical, the athletes keep their arms bent at an acute, right and even obtuse angle (66-108°), the hands are not tense.

**Module 2**Teaching tactical actions and improving technical actions in basic sports

**Theme 3**Improving sprinting technique:low start, starting acceleration, finishing, distance running

**Form of current progress control:**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress:**demonstrate techniquesprint run.

**Sprint technique**

With the command “To start”, the runner must rest with his feet on the blocks, and put his hands to the starting line, while he needs to kneel on the leg located behind. This position is called "five-legged". The head is parallel to the body, the back is kept straight (some athletes find it more convenient to bend it slightly). The arms should be straightened at the elbows and positioned slightly wider than the shoulders.

The gaze must be directed to a point that is one meter behind the starting line. The support of the hands should be carried out on the index and thumb fingers, the brush itself should be placed parallel to the starting line. The support of the feet is carried out on the surface of the starting blocks, while the toe of the sneakers touches the treadmill.

During the “Attention” command, the athlete must lift the knee of the hind leg from the support and raise the pelvic region approximately 10 cm above the level at which the shoulders are. At the same time, the shoulders should move slightly forward, beyond the starting line and rest on the blocks and hands. The angle at which the legs are bent at the knee joints is of paramount importance. Between the thigh and lower leg of the leg that rests on the front block, the angle should be 95-100 degrees, and between the thigh and lower leg of the back leg - 112-139 degrees. Between the body and the thigh of the front leg, the angle should be 18-26 degrees. During low start training, wooden slats or a protractor are usually used to select the correct angles.

When a runner gets ready to start, he should not be too tense and be constrained. At the same time, he needs to show maximum concentration of attention - to be like a compressed spring, ready to start moving at any moment.

With the start signal, the runner immediately pushes off the block with his back foot, and from the start line with his hand, and begins to move forward. The swinging movement of the hind leg begins simultaneously with the repulsion from the block with the front leg. At the same time, the front leg should sharply begin to unbend at the joints. At the same time, the arms move simultaneously, and the frequency of their movement should be higher than the frequency of the legs, so that the athlete performs the first steps most actively.

Repulsion of the legs from the blocks is carried out at an angle of 45-48 °. The first step is made with an angle between the hips equal to 90 degrees. This will allow you to take a low position when pushing off with a pushing leg, as well as more effectively control the vector of movement of the body.

At the time of the start, it should be remembered that if the body and head are located incorrectly, then errors in further movements cannot be avoided. If the head is too low and the pelvis too high, it will be difficult for the runner to straighten up with the start signal, and he may even fall if he suddenly starts to straighten up from this position. If the pelvis is too low and the head is too high, the rise will be made too early, and this will lead to a loss of speed during the starting acceleration.

Starting acceleration.

At this stage of the race, the athlete runs 15-30 meters (it depends on the ability of the runner). Its main task is to quickly set the maximum running speed. In order for the first steps from the start to be performed correctly, it is necessary to push off strongly and start moving quickly. For the first few steps, you need to run with a tilt of the body, and already from the fifth step, gradually begin to lift the torso. Graduality is very important, as it will be difficult to achieve the optimal effect from the start of the movement and the starting run during a sharp climb. Proper lean involves raising the hip at a 90° angle to the straight front leg, with the greatest effort being applied to point the hip forward rather than up.

In the first steps, it is required to put the fly leg back and down in order to push the body forward with effort. The power of the next repulsion will depend on this movement. The first step is performed with maximum power and speed - this will allow you to set the required initial speed. Since the body is tilted, the stride length during the starting acceleration is about 120 cm. It is not necessary to shorten this length, because an equal stride rate will provide increased speed.

At the beginning of the movement, the center of gravity of the runner should be in front of the fulcrum, with subsequent steps - on a par with the runner. At this time, the body straightens and assumes a position that will be maintained throughout the entire race over the distance. Along with the increase in speed, it is necessary to reduce the amount of acceleration, up to 30 meters of distance - by this time the speed should be about 95% of the maximum.

During the take-off run, the increase in speed is more achieved by lengthening the stride length rather than the frequency. At the same time, too wide setting of the legs is not allowed, since this can lead to a transition to jumps and a failure of the motor rhythm. To prevent this from happening, you need to carefully control the frequency and length of steps, and this can be achieved only in the process of long training.

When running short distances, the foot should be mainly on the toe and not allowed to fall on the heel, especially at the first stage of the race. Running speed will increase if the legs move quickly down and back. The movements of the arms should be energetic, with a high amplitude, which will make the legs repeat the movements with a large scale. The setting of the feet is carried out with a greater width than in the subsequent stages of the race, then it gradually narrows the distance between the feet. But you can’t put your feet too wide either - this will cause a violation of the center of gravity and lead to swaying of the body, as well as a decrease in the efficiency of repulsion.

**Distance running.**

By the time the highest speed is reached, the runner's torso is slightly (72-80 °) tilted forward. During the running stride, the amount of incline changes. During the repulsion, the inclination of the torso decreases, and in the flight phase it increases.

Finishing.

It is necessary to try to maintain the maximum speed in running for 100 and 200 meters until the end of the distance, however, in the last 20-15 meters of the distance, the speed usually decreases by 3-8%.

The run ends at the moment when the runner touches with his torso a vertical plane passing through the finish line. The runner first touches the ribbon (thread) stretched at chest height above the line marking the end of the distance. In order to touch it faster, at the last step you need to make a sharp tilt with your chest forward, throwing your hands back. This method is called "breast throw".

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Theme 4**Improving the technique of relay race.

**Form of current progress control**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress**demonstrate relay race technique.

The relay race at the stadium is held in a circle of the treadmill. Stadium running relays may include short and medium distance legs. Along with this, a relay race with stages of various lengths is used.

Relay races (4x100 m, 4x200 m) are held in separate lanes, and in other relay races - in a common lane. The first stage or part of it can be run on separate tracks.

Along with the relay race on the stadium's treadmill, relay competitions are held on the streets of the city with stages of different lengths.

### Short distance relay technique.

At the 1st stage, the run begins with a low start. The runner holds the baton in his right hand, squeezing its end with three or two fingers, while thumb and forefinger rest on the ground at the starting line.

Running from the start and over the distance does not differ from the usual run of 100 and 200 meters. The complexity of the relay race technique lies in passing the baton at high speed in a limited area. A 20-meter zone has been established for the transfer of the baton. It starts 10m before the end of one leg and continues 10m ahead of the start of another. The receiver of the relay has the right to start the run-up 10 m before the start of the transfer zone. This allows you to achieve higher speed.

There are two ways to pass the baton.

The transfer of the relay baton in stages in the 4x100 m run is carried out as follows. The starter at the 1st stage holds the baton in his right hand and runs as close to the curb as possible. The second runner waiting for him stands closer to the outer edge of his track and takes over the baton with his left hand. He runs the straight (second 100m) on the right side of his lane and passes the baton with his left hand to the right hand of the third competitor running on the left side of the lane. The fourth runs along the right side of the track and takes the baton with his left hand. Another way of passing (with the runner shifting the accepted relay from one hand to the other) in the 4x100 m relay is less effective.

Athletes running in stages 2, 3 and 4 use the run-up (10 m) and passing (20 m) zones to receive the relay at maximum speed and run their stage on the move. To solve this problem, the runner taking the relay takes a pose close to the pose of a low start. Standing with his right foot at the line marking the start of the run, he puts his left foot forward, leans his right hand on the track, and takes his left hand up and back. In this position, the athlete looks back under the left shoulder at the approaching runner. The runner of the 1st stage approaches at maximum speed to the transfer zone. When he is 9-11 m away from the run-up zone, the runner of the 2nd stage promptly starts running along the right edge of his track, trying to develop as high a speed as possible so that the runner catching up with him can pass the baton to him 2-3 m before the end of the zone. The distance between the runners during the transfer (1-1.3 m) is equal to the length of the hand of the runner who takes the baton laid back, and the length of the runner's hand extended forward, passing it. The distance can be increased by tilting the torso of the runner passing the baton. The speed of the runner during the stages of the sprint relay must be maximum, it cannot be reduced in the transfer zones. Until the moment of passing the baton, both runners have their arms moving as in a sprint. But as soon as the runner approaches the receiver to the distance necessary for the transfer, he gives the signal “hop”. At this signal, the one who takes the baton, without slowing down the pace and without disturbing the rhythm of the run, straightens the left (for runners of the 2nd and 4th stages) hand with the hand lowered (the withdrawn thumb forms an angle open downwards with the rest of the fingers). At this moment, the runner passing the baton,

It is even better if the receiver of the relay throws his hand back not at the “hop” signal, but at the moment when he reaches the mark set during the training. Of course, this method requires good coordination in the actions of the runners.

For the accuracy of the transfer of the baton, it is important to determine the moment of the start of the run of the host during the lessons. To do this, a mark is made at some distance in front of the runway line. At the moment when the runner who passes the baton reaches this mark, the receiver quickly starts running along the right edge of his track, trying to develop as much speed as possible.

The distance to the mark should be such that the relay runner catches up with the receiver exactly at the place intended for the transfer (4-5 m before the end of the zone). By the time of the transfer, it is important to run in step. To do this, a well-trained 100-meter runner achieves such a uniformity of all steps that allows him to run into the transition zone almost always in the same place, with the same foot. To verify this, you should run the entire stage and zone 2-3 times. If the steps do not match, then the one starting into the zone needs to adapt to the steps of another runner.

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Theme 5**Improving the technique of the long jump (repulsion; flight; landing).

**Form of current progress control**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress:**demonstrate the technique of the long jump.

The technique of jumping from a place is divided into:

* preparation for repulsion
* repulsion
* flight
* landing

Preparation for repulsion: the student approaches the repulsion line, the feet are placed shoulder-width apart or slightly narrower than shoulder-width, then the athlete raises his arms up slightly back, simultaneously bending in the lower back and rising on his toes. After that, smoothly, but quickly enough, lowers his arms down and back, at the same time lowers himself on the entire foot, bends his legs at the knee and hip joints, leaning forward so that the shoulders are in front of the feet, and the hip joint is above the toes.

The arms laid back are slightly bent at the elbow joints. Without lingering in this position, the athlete proceeds to repulsion.

It is important to start repulsion at the moment when the body of the jumper is still descending by inertia down, i.e. the body moves down, but extension in the hip joints is already beginning, while the arms are actively and quickly carried forward slightly upward in the direction of the jump.

Next, there is extension at the knee joints and flexion at the ankle joints. The repulsion ends at the moment the feet leave the ground.

After repulsion, the jumper straightens his body, stretching out like a string, then bends his legs at the knee and hip joints and pulls them to his chest. At the same time, the hands are laid back and down, after which the athlete straightens the legs in the knee joints, bringing the feet forward to the landing site. At the moment the feet touch the landing site, the jumper actively brings his arms forward, simultaneously bends his legs at the knee joints and pulls the pelvis to the landing site, the flight phase ends. Bending the legs should be elastic, with resistance. After stopping, the jumper straightens up, takes two steps forward and leaves the landing site.

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Theme 6**Improving the technique of running at medium distances, cross-country training.

**Form of current progress control:** testing of practical skills.

**Evaluation materials for ongoing monitoring of progress:**demonstrate techniquemiddle distance running.

**Middle distance running technique**

Mastering the technique of running at a distance of 800 to 3000 meters consists in the gradual study of individual elements and their combination in the process of regular training.

The athlete must be able to rebuild the technique when fatigue occurs after filling the muscles with lactic acid in such a way as to maintain the intensity of the run.

In running technique, it is customary to single out start and starting acceleration, distance running and finishing.

In middle-distance running, a high start is used. At the signal “To start”, they take a position - the push leg is in front, the swing leg is behind at a distance of 20-30 cm from the heel of the push leg. Both legs are slightly bent at the knees, the body weight is transferred forward. The position of the hands is opposite (if the push leg is right, then the left leg is brought forward hand), the hands are slightly clenched into a fist.

At the “March” command, the athletes begin to run. There is no “Attention” command in this type of running. After the start, the runner picks up the optimal speed, which should economically expend the reserve of forces. The pace is selected based on the task of the athlete to run the distance in a certain time.

In order to gain speed with less effort, it is recommended to reach the optimal pace only to 50-70 meters of distance. Usually the starting speed is higher than the remote one due to the need to take the right place among the rivals.

While running along the distance, the stride length is 180-210 centimeters or 3-4 steps per second. The torso is tilted 5 degrees, which helps to move forward due to inertia. Hand movement is an important part of the technique. A simple rule works here - the higher the intensity of the work of the hands, the higher the running speed. The arms are bent at the elbow joint by 90 degrees.

Important! While running, the muscles of the neck and arms should be relaxed. Excessive tension in the upper body leads to increased energy expenditure and loss of speed.

**Finishing**carried out on the last lap for 200-400 meters. Accompanied by an increase in the inclination of the body and the frequency of steps. Finishing acceleration is called - spurt. 1 meter before the finish line, techniques that are actively used in the sprint are applied - lunge with the chest or shoulder.

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Theme 7**Gymnastics. Safety precautions, injury prevention.

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

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

1. General safety requirements in gymnastics classes.
2. Injury prevention, insurance.
3. gymnastic terminology.
4. Characteristics of the basic (general developmental) types of gymnastics.

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Theme 8**Drill exercises: improving the construction in one, two, three lines; turns in place.

**Form of current progress control**checking practical skills, taking a control exercise.

**Evaluation materials for ongoing monitoring of progress**

Know and be able to accurately perform combat techniques.

1. The system is the established placement of those involved for their joint actions.

2. A line is called a system in which the students are placed one next to the other on the same line.

3. The flank is the right and left extremity of the formation. When turning, the names of the flanks do not change.

4. Front - the side of the system in which those involved are facing.

5. Rear - the side of the system opposite the front.

6. The interval is the distance along the front between those involved,

7. The width of the system - the distance between the fronts.

8. A column is a system in which those involved stand at the back of their heads to each other.

9. Distance is the distance in depth between those involved.

10. The depth of the formation is the distance from the person in front (from the first line) to the person standing behind (to the last line) in the column.

11. Two-line system - those engaged in one line are located in the back of the head of those engaged in the other line. The lines are called the first and second.

12. Row - engaged, standing in a two-line formation at the back of the head one another.

13. Guide - engaged, moving in the indicated direction first in the column.

14. Trailing - engaged, moving last in the column

**Constructions.**

1. To start classes, a group must be built. There are certain commands for this:

1 Line up. To line up, the conductor needs to stand facing the front in the "at attention" position, at the point where the right-flank should stand and give the command "in one / two, three, etc. / line - stand up"! The group lines up to his left.

2 Building in a column. The command is given: "In a column one by one / two, three, etc. / - become!".

The conductor, at the same time as the command is given, becomes at attention at a distance of one step from the place where the guide should stand. The group lines up behind the leader.

3 To build in a circle, say: "Stand in a circle."

Construction techniques on site.

1. "Equal!" Everyone except the right flank on this command turns his head to the right so that everyone sees the chest of the fourth person, considering himself the first.

2. "Attention!". At this command, you need to stand straight in the ranks, without tension, heels together, socks deployed along the front line to the width of the foot.

3. "At ease!" At this command, you need to stand freely, loosening the right or left leg at the knee, but do not move away and do not talk,

4. "Right / left / - at ease!". This command is applied in an open system. Those involved put the named leg a step to the side, distributing the weight of the body on both legs and put their hands behind their backs.

5. "Set aside!" For the given command, the preceding provision applies.

6. "To the left!". Those involved turn towards the left hand on

left heel and right toe / one / and put the right to the left, lowering to the full foot / two /.

7. "To the right!". Those involved turn towards the right hand on the right heel and left toe / one / and put the left to the right / two /.

8. "All around!" The turn is carried out in the direction of the left hand on the left heel, right toe 180 / times / and put the right foot to the left / two /.

Control exercise: 2.2. Performing drills, formations, rebuildings.

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Theme 9**Performing a control exercise.

**Form of current progress control**control exercise.

**Evaluation materials for ongoing monitoring of progress**

Control exercise: 2.1.Performing a long jump in full coordination.

Control exercise:2.2.Performing drills, formations, rebuildings.

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Theme 10**Performing a control exercise.

**Form of current progress control**control exercise.

**Evaluation materials for ongoing monitoring of progress**

Control exercise: 2.3.Performing a simultaneous two-step move (passing a distance of 500m).

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

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

**Form of current progress control**receptioncontrol standards.

**Evaluation materials for ongoing monitoring of progress**

See the table "Control standards".

**Module 2**Teaching tactical actions and improving technical actions in basic sports

**Topic 13**Acrobatics. Learning the acrobatic complex.

**Form of current progress control**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress**

Demonstrate the technique of the acrobatic element: “Rolling back, standing on the shoulder blades, somersault back over the head, going into half split” (girls); “By force, headstand with support by hands, forward somersault over the head, arched jump” (young men).

**Execution technique**acrobatic element "Roll back stand on the shoulder blades, somersault back over the head, exit to half split".

Crouching from the stop, holding the middle of the lower leg with your hands, roll back. At the end of the roll, touching the floor with the shoulder blades, lean on the lower back and straighten the legs to perform a rack on the shoulder blades.

The torso should be straight, the elbows should not be wide apart.

When performing a somersault back from the stop, crouching, unbending, roll onto his back, vigorously raise his bent legs at the knees (take the position of a tight group).

Finishing a somersault back, bend one leg to the chest and, leaning on your hands, put it on your knee, do not bend or lower the other leg; straighten up, straighten your arms at point-blank range while kneeling. Lowering the leg and moving away, straighten up, sliding your hands on the floor - half twine.

**Execution technique**acrobatic element "By strength, headstand with support by hands, forward somersault over the head, arched jump".

From the stop, crouching the stance by force can be performed with bent or straight legs (bending over). But in both cases, crouching from the stop, having previously unbent the legs and not lifting them from the floor, it is necessary to place the torso vertically, and then raise the legs: in the first case, bending them at the knees through the rack, bending the legs, and in the second, unbending at the hip joints with straight legs, then roll into point-blank crouching, fromcrouching down, straightening your legs, transfer the weight of the body to your hands, tilt your head forward; bending your arms, push off with your feet and roll over your head - group; perform a roll at point-blank crouching - performarched jump.

**Module 2**Teaching tactical actions and improving technical actions in basic sports

**Topic 14**Acrobatics. Improvement of the acrobatic complex.

**Form of current progress control**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress**

Demonstrate the technique of the acrobatic element: “Rolling back, standing on the shoulder blades, somersault back over the head, going into half split” (girls); “By force, headstand with support by hands, forward somersault over the head, arched jump” (young men).

**Execution technique**acrobatic element "Roll back stand on the shoulder blades, somersault back over the head, exit to half split".

Crouching from the stop, holding the middle of the lower leg with your hands, roll back. At the end of the roll, touching the floor with the shoulder blades, lean on the lower back and straighten the legs to perform a rack on the shoulder blades.

The torso should be straight, the elbows should not be wide apart.

When performing a somersault back from the stop, crouching, unbending, roll onto his back, vigorously raise his bent legs at the knees (take the position of a tight group).

Finishing a somersault back, bend one leg to the chest and, leaning on your hands, put it on your knee, do not bend or lower the other leg; straighten up, straighten your arms at point-blank range while kneeling. Lowering the leg and moving away, straighten up, sliding your hands on the floor - half twine.

**Execution technique**acrobatic element "By strength, headstand with support by hands, forward somersault over the head, arched jump".

From the stop, crouching the stance by force can be performed with bent or straight legs (bending over). But in both cases, crouching from the stop, having previously unbent the legs and not lifting them from the floor, it is necessary to place the torso vertically, and then raise the legs: in the first case, bending them at the knees through the rack, bending the legs, and in the second, unbending at the hip joints with straight legs, then roll into point-blank crouching, fromcrouching down, straightening your legs, transfer the weight of the body to your hands, tilt your head forward; bending your arms, push off with your feet and roll over your head - group; perform a roll at point-blank crouching - performarched jump.

**Module 2**Teaching tactical actions and improving technical actions in basic sports

**Topic 15**Ski training. Safety briefing.

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

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

1. General safety requirements for ski training.
2. Ski training and skiing, their brief description.
3. Classification of ways of movement on skis.
4. Ski equipment and maintenance.
5. Clothing requirements.
6. Ski carrying.
7. Putting on skis

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Topic 16**Improving the simultaneous two-step move; simultaneous single step

**Form of current progress control**checking practical skills, taking a control exercise.

**Evaluation materials for ongoing monitoring of progress**demonstrate the technique of performing a simultaneous two-step move.

**Simultaneous two-step technique**.

It is based on two sliding footsteps with simultaneous removal and repulsion with sticks. Sliding step with the left foot to carry sticks forward. Stepping with your right foot, put the sticks on the snow forward in rings and, pushing off with your left foot, start pushing off with the sticks, tilting them forward and down. The push ends with the addition of the left leg and a strong tilt of the torso. This move is easier to perform on three counts.

A two-step simultaneous move is used on the plain, with poor sliding - on gentle slopes.

Control exercise:2.3. Performing a simultaneous two-step move.

**Technique**simultaneous one-step move.

The simultaneous one-step move is one of the main ones most often used when skiing, as it allows you to develop a high sliding speed - up to 8 m / s. Most often, the move is used on the plain with good gliding and with solid support for sticks. With the deterioration of sliding conditions, it can be used on gentle slopes. With excellent glide, highly skilled skiers can navigate the beginning of gentle slopes (when transitioning at high speed from flat to uphill) using this stroke. The simultaneous stroke cycle consists of one gliding step and a simultaneous push with the sticks, followed by a glide on both skis.

There are two variants of the simultaneous one-step move. The difference is due to a change in consistency in the work of the arms and legs. The main option is that the hands carry the sticks forward before the start of the push with the foot, the push with the hands begins immediately after the end of the push with the foot (two pushes follow continuously one after the other). The starting option - simultaneously with the push with the foot, the sticks are brought forward, and the repulsion with sticks is performed after a short run on one ski. The main option is more economical (the total cycle time is about 0.4 seconds longer than in the high-speed one), since the frequency of movements is lower. Naturally, the sliding speed in the main version is slightly less than in the high-speed one (by 1-2 m/s).

The main variant is as follows:

1. After the end of the hand push, the skier slides on skis.

2. Slowly straightening up, brings the sticks forward.

3. Having previously transferred the body weight to the left leg, the skier performs a push with the left leg at the same time as placing the poles on the snow.

4. At the end of the push with the foot, the repulsion with the hands begins, which is performed in the same way as in other simultaneous moves.

5-6. The skier slides on the right ski, continuing to push with his hands. The left leg is moved forward with an active swing movement and is attached to the supporting leg at the end of the push with the hands.

1. The hand push is over, the skier glides on two skis.

The cycle of movements is repeated.

**Module**2 Training in tactical actions and improvement of technical actions in basic sports.

**Topic 17**Improvement of the alternating two-step course; stepless move.

**Form of current progress control**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress**demonstrate the technique of performing an alternating two-step move.

**Alternate two-step technique.**

To perform this move, you need to tilt your torso forward a little and take a sliding step forward with your left foot. In this case, you need to push off with your right foot and at the same time take out a slightly bent right hand with a stick forward. The brush is at shoulder level, the stick is placed on the snow near the toe of the boot. The left hand finishes the repulsion, it is extended back and down. After the push, the ski breaks away from the snow, the foot rises by 10 cm. It is necessary to slide alternately, then on the left, then on the right foot, smoothly transferring body weight to the supporting leg and pushing off with sticks with pressure.

Simultaneous stepless running is used with excellent gliding and with a solid support for sticks on the plain, with good gliding - on gentle slopes, with poor - on slopes of medium steepness. In addition, it is advisable to use it on rolled and icy sections of the ski track, when an attempt to take a step can lead to a loss of balance, and movement in such sliding conditions is possible only due to simultaneous repulsion with sticks.

It is very important during cross-country skiing to switch to this move in time (if there are appropriate conditions), since compared to other moves, the speed of movement is higher, and also due to the sufficient economy of the move. The speed of movement with this method is maintained only due to simultaneous pushes with sticks, sliding occurs all the time on two skis, so the main load falls on the muscles of the arms and torso (the muscles of the lower extremities are given relative rest).

A simultaneous stepless move is performed as follows:

1.After the end of the push with his hands, the skier glides, bending on two skis, his head slightly raised.

2-3.Gliding continues, the skier slowly straightens up and with a slight pendulum motion brings the sticks forward.

4.The skier straightens almost completely, preparation for repulsion begins - the body weight moves to the toes, the legs are slightly bent, the sticks are brought forward before setting on the snow.

5.The sticks are placed on the snow a little ahead of the bindings, the hand push begins.

6.The main effort on the sticks is developed by bending the torso. The angle of flexion of the arms in the elbow joints is somewhat reduced.

7-8.The push ends with full extension of the arms. The hands are at a level no higher than the knees, the angle of inclination of the sticks is the greatest.

1. After the end of the push, the skier slides by inertia, bent over, on two skis.

The cycle of movements is repeated.

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Topic 18**Improvement of braking methods; descent in the main rack

**Form of current progress control**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress**demonstrate the technique of performing braking with a “plow”, “emphasis”.

**Stop braking**. Typically used to reduce speed when descending obliquely in both hard and soft snow conditions in front of very steep sections of the track. Start the descent obliquely on parallel skis, and then, slightly releasing the lower ski from body weight, take it to point-blank range and load it again smoothly. Put on the edge, it will cut off the layer of snow and slow down the movement. After a few meters of braking, put the bottom ski parallel to the top again. To enhance braking, it is necessary to push the lower ski a little forward and load it even more with body weight. Shift your body weight towards this ski while simultaneously turning your torso and assuming an angular position.

To learn this technique, look for small sections of the slope a little steeper than usual, and, having taken the stop position, begin the descent. You will feel that the edge of the lower ski clings to the snow with force. To increase braking, fully transfer your body weight to the lower ski and press hard on it with your heel. The extended leg serves as a support for you, preventing the torso from leaning forward too much.

**Plow braking**. It is used on slopes of various steepness and snow cover when moving straight down. Spread the heels of the skis to the sides, holding the socks, and, gradually standing on the edges, press them with force. The more you press on the rears without changing their position, the more braking effect you will get.

On a gentle and hard slope, learn to spread your backs, slide in the “plow” on almost flat skis and bring them together again. Then learn to put both skis on the edges by bringing your knees together, and you will feel how this greatly enhances braking. Gradually develop the ability to take the position of the "plough" very quickly and dampen the speed on shorter and shorter sections of braking. To maintain balance in the front-to-back direction, when braking begins, lean back and press hard on the backs of the skis.

Cross-country skiing 3000m (min, s) - girls;

Cross-country skiing 5000m (min, s) - boys

**Module 2**Teaching tactical actions and improving technical actions in basic sports

**Topic 19**Volleyball. Safety precautions, rules of the game, referee gestures in the sports game "Volleyball".

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

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

1. General safety requirements in the sports game "Volleyball".
2. Injury prevention in the sports game "Volleyball".
3. Rules of the game in the sports game "Volleyball".
4. Referee gestures in the sports game "Volleyball".

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Topic 20** Technique for passing the ball in a training game

**Form of current progress control**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress:**Demonstrate the technique of the top transfer of the ball with two hands in volleyball.

Top gear is most often used at the net for an attacking shot as a second touch of the ball. This requires the players to timely, accurately reach the ball and adopt a comfortable stance: the legs are bent at the knees and shoulder-width apart, the arms are bent and pushed forward, the hands are laid back, turned towards each other and are at shoulder level.

The transfer begins with the extension of the legs, in which the torso and arms are sequentially included.

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

The transfer ends with a springy movement of the fingers and hands, due to which the ball is pushed in a new direction. At the same time, the legs are almost completely straightened at the knee, and the arms at the elbow joints.

The ratio of yielding and guiding (overcoming) movements of the hands at the time of the transfer largely depends on the oncoming speed of the ball and on the distance of the transfer. The greater the oncoming speed, the more intense and shorter the movement of the hands. In transmissions over a short distance, the amplitude of movements of the hands decreases, but the movements of the hands and fingers are more active (carpal method).

**Lower gear technique:**

1. Before passing the feet on the same level, or one in front of the other by 0.5 feet. Feet at least shoulder width apart.

2. When passing forward, the torso is tilted forward (in all phases), when passing behind the back - vertically.

3. The legs are bent at the knees, they begin to straighten before the arms.

4. Before passing, the arms (forearms and hands) are at waist level, elbows in front of the body.

5. The brushes are folded into the lock and lowered.

6. Hands are straightened at the elbows and tightly folded. The ball is taken on the forearms, just above the wrist joints. The position of the hands allows the player to visually control the ball at the moment of reception.

7. When receiving a ball flying away from the player, the shoulder closest to the ball is raised before the arms are folded.

8. After receiving, the hands remain in the receiving position, or slightly accompany the ball.

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Topic 21**Performing a control exercise.

**Form of current progress control**control exercise.

**Evaluation materials for ongoing monitoring of progress**

Control exercise: 2.4.Performing top and bottom passes in volleyball (in pairs, 20 passes).

Control exercise: 2.5.Performing a bottom serve in volleyball (over the net, 6 innings).

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Topic 22**Performing a control exercise.

**Form of current progress control**control exercise.

**Evaluation materials for ongoing monitoring of progress**

Control exercise: 2.6. Performing an overhead serve in volleyball (over the net, 6 innings).

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

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

**Form of current progress control**receptioncontrol standards.

**Evaluation materials for ongoing monitoring of progress**

See the table "Control standards".

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Theme of independent work**Gymnastics

**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 3 tasks and arrange them in the form of a printed work.**

***Task 1 Read the text and answer the questions:***

1. Combat exercises, definition and concept.

2. Combat exercises, modern classification.

3. Define the basic concepts of drill exercises: line, column, distance, interval, front.

4. List the basic commands for building and rebuilding

***Task.2 Choose the correct answer.***

**Question #1**

**What is the name of the type of structure shown in the figure?**



**a) column**

**b) line**

**c) line**

**Question #2**

**What is the name of the distance between the students, shown in the figure?**



**a) distance**

**b) interval**

**Question #3**

**What somersault is shown in the picture?**



**a) somersault back**

**b) forward roll**

**c) forward and backward**

**Question #4**

**Which figure shows a stand on the shoulder blades with a roll back from the crouching stop?**

A)

b)

V)

**Question #5**

**Which diagram shows rope climbing in two steps?**

**A)** ****

b)

**Question #6**

**Which picture shows the "Main Rack" position?**



**Question #7**

**Which picture shows the position "Stand legs apart, hands on the belt"?** ****

**Question #8**

**Which figure shows the position of the legs "Hands up outward"?**



**Question #9**

**Which picture shows the "Sed" position?**



**Question #10**

**Which picture shows the "Stick in front of the chest" position?**



**Question #11**

**Which figure shows the position "Seated angle"?**



***Task.3 Solve the crossword puzzle.***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | 2 |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  | 1 |  |  |  |  |  |  |  |  | 8 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | 6 |  |  |  |  |  |  |  |  |
|  |  |  |  | 3 |  |  | 5 |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  | 4 |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  | 15 |  |  |  |  |
|  |  |  |  |  |  |  | eleven |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 17 |  |  |
|  |  |  | 7 |  | 10 |  |  |  | 14 |  | 16 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 9 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 12 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 13 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

1) Accommodation involved for joint action.

2) Arcuate movement of the hand in any plane with a return to its original position

3) Leading exercises for teaching somersaults

4) The position of the gymnast on the projectile, in which his shoulder axis is above the support

5) Group placement of students in the form of a compositionally designed figure

6) Physical system exercises and hygiene products used for general comprehensive physical. development and improvement of those involved, health promotion, harmonious development of all organs and systems of a person, as well as his physical. qualities (strength, speed, flexibility, agility and endurance).

7) Exposing the leg in any direction with its simultaneous bending

8) The side of the system in which the students are facing.

9) Right and left ends of the system.

10) The performance by an athlete of a set of technical elements of varying complexity in gymnastics is called

11) Arcuate, maximally arched position, back to the support plane, with support by arms and legs

12) The distance between those engaged in the depth of the formation in the column.

13) Name the correct transition from hanging to point-blank

14) The distance along the front between those involved.

15) A person who is engaged, moving in a column first in the indicated direction.

16) The side of the formation opposite the front.

17) A person who is engaged, moving last in a column.

***Exercise 1***

**Drill exercises**- motor actions of students performed simultaneously by the whole class, groups of students or individual students. With the help of drill exercises, the tasks of forming the skills of collective actions (in the ranks), instilling discipline and organization, developing a sense of pace and rhythm, and forming the correct posture are solved. The use of drill exercises in gymnastics lessons allows you to quickly and expediently place students in the hall or on the site. The teacher of physical culture uses drill exercises in various parts of the lesson. In the preparatory part of the lesson, they are used for an organized start of classes, placement of students to perform general developmental exercises. In the main part of the lesson, drills are used for an organized transition from one type of drill to another.

Drill exercises are joint actions in one or another strictly.

Drill exercises are a means of organizing those involved and their appropriate placement on the site. They contribute to the formation of correct posture, develop an eye, a sense of rhythm and pace. They form the skills of collective action, raise the emotional state of those involved, and can serve as a means of reducing physical activity. And in combination with other exercises, they contribute to the development of motor and mental abilities.

An effective organization of physical culture classes is unthinkable without the use of drill exercises. Their use allows you to quickly and expediently place the group in the hall or on the site. Due to the ability to control large masses of people involved and the variety of different forms of movement, combat exercises are one of the main parts of mass gymnastic performances. Most of the combat actions and commands are taken from the Military Charter of the Armed Forces, the other was created in the process of working in gymnastics.

**Structural exercises are classified into four groups:**

- combat techniques;

- building and rebuilding;

- movement;

- opening and closing.

To use drill exercises when conducting physical education classes, you need to know the basic concepts of formation.

**Basic concepts about tuning**

**build**- established placement of students for joint activities.

**Wing**- right or left end of the system. When turning the formation, the names of the flanks do not change.

**Back side of the system**the side opposite the front.

**Front**- the side of the system in which those involved are facing.

**Interval**- distance along the front between students. For a closed formation, it is equal to the width of the palm between the elbows of students standing next to each other.

**Distance**- the distance in depth between students standing in a column for a closed formation, the distance of an outstretched hand is considered the norm.

**System Width**- the distance between the flanks.

**Depth**- the distance from the first line (in front of the standing student) to the last line (behind the standing student).

**guide**- the student walking in the column first.

**trailing**- the student walking last in the column.

**line**- a system in which those involved are placed one next to the other on the same line and facing the same direction.

**Column**- a system in which those involved are located, and the back of the head to each other.

**close formation**- a system in which the trainees are located in ranks with an interval equal to the width of the palm (between the elbows), one from the other or in columns at a distance equal to the arm raised forward.

**open system**- a system in which students are located in ranks with an interval of one step or with an interval indicated by the teacher.

**Row-**two students standing in a two-row formation at the back of the head to one another, the last row must always be complete.

**drill techniques**

Combat techniques include the commands: "Become!", "Equal!", "Attention!", "At ease!", "Set aside!", "Right (left) - at ease!". Calculation, which includes commands: "In order - Calculate!" etc. Turns on the spot. In some cases, commands may be replaced by orders.

**Builds and rebuilds**

**Buildings**- the actions of those involved after the command of the teacher and the adoption of a particular system.

**Rebuilds**- the transition from one system to another.

**Changes from one line to two.**After a preliminary calculation, two by two, the command is given: "In two lines - Line up!" On this command, the second numbers take a step back with their left foot, with their right foot, without placing its step to the right, and, standing at the back of the head of the first, put their left foot. For the reverse rebuilding, a command is given. In one line - Line up!" After the command, everything is performed in the reverse order (Fig. 1).

**Rebuilding from one line and three.**After a preliminary calculation, the command is given: "In three lines - Build up!". On this command, the second numbers stand still, the first numbers take a step back with their right foot, without placing their foot, step with the left to the side and, placing the right, stand in the back of the head of the second numbers. The third numbers take a left step forward, a right step to the side and, placing the left, stand in front of the second numbers. For the reverse rebuilding, the command is given: "In one line - Build up!". And everything is done in the reverse order (Fig. 2).

**Rebuilding from a column one at a time to columns of two (three).**After a preliminary calculation, the command is given: "In a column of two (three) - Line up!". The actions of students in this case are similar to those that are performed when rebuilding from one line to two, three (Fig. 3).



**Rebuilding from the line by a ledge.**After a preliminary calculation (6 -3 - on the spot, 6 - 4 - 2 - on the spot, etc.), the command is given: "According to the calculation, march!" Those involved go to the number of steps they are supposed to take. The teacher counts one more than the maximum number of steps. When calculating 6 - 3 - on the spot - up to seven.

For the reverse rebuilding, the command is given: "To your places with a step - March!". All those who failed make a turn around, and go to their places and, having reached them, perform a turn around. The teacher keeps counting until the last one who entered the system makes a turn around (Fig. 4).

**Rebuilding from one column to three ledges.**After a preliminary calculation of three, the command is given: "The first numbers - two (three, etc.) steps to the right, the third numbers - two (three, etc.) steps to the left with a step - March!". On command, students perform the specified number of steps.

For the reverse rebuilding, the command is given: "To your places with a step - March!". Rebuilding is carried out with added steps (Fig. 5).

**Rebuilding from a line to a column by entering the branches with a shoulder.**After a preliminary calculation of three, four, etc. the command is given: Branches into a column of three (four) left (right) shoulders step forward, - March! ”On this command, students, while maintaining alignment along the front, begin to enter with their shoulder until a column is formed. Second command:“ Group - Stop!

For the reverse rebuilding, the following commands are given:

1. "Circle!".

2. "Squads in one line, right (left) shoulders step forward - March!".

3. "Group - Stop!". The last command is given at the moment when the trainees reach their place in the line (Fig. 6).

**Rebuilding from a column one at a time to a column of two (three, etc.) by turning in motion.**When the group moves to the left around, we give the command: "In a column of two (three, etc.) to the left - March!". After turning the first deuce (triple, etc.), the next make a turn under the command of their trailer, in the same place as the first.

For the reverse rebuilding, the following commands are given:

1. "Direct!"

2. "In the column, one by one to the right, bypassing step - March!".

When teaching, it is advisable to preliminarily calculate students in two (three, etc.) fig. 7.



**Rebuilding from a column one at a time into a column of two, four, eight by crushing and mixing.**Rebuilding is done on the move.

Teams:

1. "Through the center - March!" (as a rule, served on one of the middle).

2. "In the columns one by one to the right, to the left around - March!" (served in the opposite middle). On this command, the first numbers go to the right, the second - to the left around.

3. "In a column of two through the center - March!", served at the meeting of the columns (Fig. 8 a, b, c). The reverse rebuilding is called dilution and merging.

**Mixing**- connection of lower order columns into a higher order column.

**Breeding-**division of a higher order column into lower order columns.

**Rebuilding from a column to a circle**produced by the command "Holding hands, in a circle, step - March!" (previously the teacher indicates the center of the future circle). On this command, both flankers go around the specified point until they meet, "opening" all those engaged in the specified interval.



**Rebuilding from one circle to two.**Commands are given: 1. "Three - Calculate!". 2. "Second numbers three steps (two, etc.) forward, third numbers half a step to the right, step - March!". Those involved perform the indicated actions. The reverse rebuilding is carried out on the command: "In one circle - Build up!". With this command, everything is done in the reverse order (with a turn around) fig. 9 a.

**Rebuilding from one circle to three.**Commands are given: 1. "Seven - Settle!", 2. "The fourth numbers six steps forward, the second and sixth - three steps forward, the seventh half a step to the right, step. - March!". Those involved in performing these actions are rebuilt in three circles. The reverse rebuilding is carried out on the command: "In one circle - Line up!", on which the trainees take their places with a turn in a circle.



**Zigzag**- a figure consists of two or more connected corners. When giving commands, those points of the site are indicated through which the trainees must pass. For example, when constructing an acute angle, the column goes around along the left border of the hall: in the left middle, the command is given: “To the upper middle - March!”, And the trainees move to the upper middle of the hall indicating an acute angle. In this way, you can build any figure (Fig. 27).

**Circle.**To build a circle, it is necessary to give the command in one of the middles of the site: "In a circle - March!", along which the construction of a circle begins (Fig. 28). When a command is given with an indication of any point of the hall, the circle is built according to the indication. For example, "In a circle through the center - March!". In this case, the guide builds a circle, passing through the center (Fig. 29).



**Arc**- a figure equal to half a circle. To build an arc, the command is given: "Arc - March!". After the command, those involved begin to build an arc (Fig. 30). When issuing commands indicating any point, the arc is built according to this indication: "Arc to the center - March!" (rice, 33 a) or "Arc to the right (left) - March!" (Fig. 31b). In all cases, the guide, having passed half the circle along the circumference, indicates a step in place, and the rest of the participants are aligned in an arc.

**Arc counters**- a figure consisting of two connected arcs built in different directions. When constructing a figure, the connection point of two arcs is indicated. For example, "Back through the center - March!" (Fig. 32).

**Eight**- consists of two anti-arcs. When constructing a figure, the point through which the construction takes place is also indicated. "Eight, through the center - March!". At the specified point, a crossing is made (those involved pass through the point in turn) fig. 33.



**Spiral**- the formation starts, as a rule, from a circle and can be open and closed. On the command: "Closed spiral - March!", the guide twists the spiral (gradually reducing the radii), maintaining an interval of one step. Having built a spiral, he marks a step in place, the rest keep a distance of one step (Fig. 34). The exit from the spiral is carried out by turning around.

On the command: "Open spiral - March!", The same is performed as in the first case, but the interval between the spiral rings is two steps. The exit from the open spiral is carried out by countermovement (Fig. 35).



**crossing**- the passage of oncoming columns through one point. The passage is carried out sequentially, in turn (Fig. 36).



**Passages.**1. Team; "Aisle - Right!". The oncoming columns pass one by one, one past the other at a distance of one step, adhering to the right hand (Fig. 37) or left hand, at the command: "Passage - Left!".

2. Opposite columns "by two" can pass to the right (Fig. 38) or to the left (as in columns one at a time), as well as inside or outside - on the command Pass - Inside! "(Fig. 39), outside on the command: " Passage - Outside!" (Fig. 40), and columns one at a time - on command: "Columns one pass, passage - To the right (on the left of Fig. 41).



**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Theme of independent work**Volleyball

**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 3 tasks and arrange them in the form of a printed work.**

***Task.1 Complete test tasks***

1.Size of the volleyball court?

A) 8 x16m

B) 9x18m

C) 10x20m

D) 12x24m

2. The height of the men's volleyball net?

A) 240 cm

B) 242 cm

B) 243 cm

D) 245 cm

3. The height of the volleyball net for women?

A) 220cm

B) 223cm

B) 224 cm

D) 225cm

4. What is the maximum circumference of a volleyball?

A) 64 cm

B) 65 cm

B) 66 cm

D) 67 cm

5. What is the maximum weight of a volleyball?

A) 260 gr

B) 270 gr

C) 280 gr

D) 300 gr

6. What is the maximum number of team players in volleyball?

A) 10

B) 12

C) 14

D) 16

7. What is the maximum number of substitutions in a game?

A) 3

B) 4

AT 6

D) 8

8. The team is given the right to the maximum number of hits (without blocking). How many?

A) 1

B) 2

AT 3

D) 4

9. How many times can you toss the ball to serve?

A) 1

B) 2

AT 3

D) endlessly

10. After the referee's whistle, how long does it take to complete the service?

A) 3 seconds

B) 5 seconds

B) 8 seconds

D) 10 seconds

11. How much time is given for a break between games?

A) 30 sec.

B) 1 min.

C) 3 min.

D) 5 min.

12. The libero player is……

A) offensive player

B) serving player

B) defensive player

13. The diagonal player is …..

A) attacking player of the second pace, attacking from the edges of the net

B) a player attacking from the back line

C) attacking player of the first pace, attacking from the third zone

14. Volleyball, translated from English is ...... ..

A) "ball over the net"

B) "ball game"

B) "floating ball"

***Task.2 Make a summary according to the plan***

1. Classification of exercises.

2. The concept of "volleyball technique" and elements of volleyball technique (receiving a pass, moving, attacking, serving, blocking).

3. Fundamentals of the methodology for teaching the technique of receiving and transmitting with two hands

top and bottom, back behind the head.

4. Fundamentals of the technique of teaching the technique of serving.

5. Fundamentals of teaching techniques for attacking strike technique.

6. Fundamentals of the methodology for teaching the technique of performing a single

blocking.

7. Classification of typical mistakes in volleyball technique and their methods

warnings.

***Task.3 Find a match***

1. Correspondence of types of programs and their content:

1) long a) directed through the zone

2) high-speed b) more than 16 m/s

3) low c) the height of the trajectory of the ball above the net up to 1 m

d) up to 16 m/s

e) sent to the neighboring zone

f) height above the net up to 2 m

2. Correspondence of the concepts of technical methods and their content:

1) Zone a) striker in front of and behind the passer

2) Crossing b) hitting the ball at the moment it appears over the net

3) Return c) hit involving multiple attackers in the same area

d) offensive hit from a low pass from zone to zone

e) attacking blow from a high trajectory into the zone

3. Correspondence of the types of training and their content:

1) psychological a) a complex of development of certain aspects

player psyche

2) theoretical b) is determined by knowledge of the following

sections: history, technique, tactics, etc.

3) competitive c) a series of control, friendly and official

competitions

d) exercises with game tasks,

educational games

e) learning and improvement process

movements to master the techniques

4. Correspondence of judges and their rights:

1) the first a) issue warnings to teams

2) the second b) allows breaks, controls their progress

duration

3) scorer c) allows the team captain to write down

in the protest protocol

d) shows a signal about the spade of any player

e) keep minutes in accordance with the rules

5. Correspondence of inventory heights and their contents:

1) 180 cm a) mesh height for men

2) 224 cm b) mesh height for women

3) 243 cm c) height of restrictive antennas

d) height from the floor to the top of the referee's tower

e) the width of the zone in which the supply is carried out

**Module 2**Training in tactical actions and improvement of technical actions in basic sports.

**Topic 25**Starting lesson.

**Form of current progress control**acquisition of practical skills.

**Evaluation materials for ongoing monitoring of progress**Practical tasks (control standards, control exercises) to test the formed skills and abilities for the second year.

**Module 3**Improving tactical and technical actions in basic sports

**Topic 1**Athletics safety briefing. Improving the technique of movements of the legs and pelvis, hands in combination with the movements of the legs in race walking; long jump

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

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

1. General requirements for safety in athletics.
2. Basic terms in athletics.
3. Basic rules for athletics competitions.

One of the main technical conditions for sports walking is the fixation of a two-support position, i.e. The swing leg extended forward must touch the ground before the toe of the skating leg leaves the ground. The second mandatory requirement, according to the rules of the competition, is that in each step the supporting leg must be straightened at the knee joint when passing the vertical.

During sports walking, the pelvis moves not only in the anterior-posterior, but also in the transverse direction, which is associated with straightening at the moment of the vertical of the supporting leg in the knee joint.

In race walking, as in normal walking, there is an alternation of single-support and double-support phases. At the moment when the foot, pushing off, still touches the ground with its toe, the other leg, finishing straightening in front, is placed on the ground from the outside of the heel.

Movements during race walking, despite the high pace, should be natural, smooth and soft, especially in the shoulders and pelvis, sharp and angular movements should be avoided. Turns of the shoulders and pelvis in opposite directions balance the movements of the legs and pelvis, reduce deviations of the body from straight forward movement and contribute to an increase in muscle effort during repulsion. With bent arms, the walker vigorously moves back and forth. At the moment of the vertical, the athletes keep their arms bent at an acute, right and even obtuse angle (66-108°), the hands are not tense.

The technique of jumping from a place is divided into:

* preparation for repulsion
* repulsion
* flight
* landing

Preparation for repulsion: the student approaches the repulsion line, the feet are placed shoulder-width apart or slightly narrower than shoulder-width, then the athlete raises his arms up slightly back, simultaneously bending in the lower back and rising on his toes. After that, smoothly, but quickly enough, lowers his arms down and back, at the same time lowers himself on the entire foot, bends his legs at the knee and hip joints, leaning forward so that the shoulders are in front of the feet, and the hip joint is above the toes.

The arms laid back are slightly bent at the elbow joints. Without lingering in this position, the athlete proceeds to repulsion.

It is important to start repulsion at the moment when the body of the jumper is still descending by inertia down, i.e. the body moves down, but extension in the hip joints is already beginning, while the arms are actively and quickly carried forward slightly upward in the direction of the jump.

Next, there is extension at the knee joints and flexion at the ankle joints. The repulsion ends at the moment the feet leave the ground.

After repulsion, the jumper straightens his body, stretching out like a string, then bends his legs at the knee and hip joints and pulls them to his chest. At the same time, the hands are laid back and down, after which the athlete straightens the legs in the knee joints, bringing the feet forward to the landing site. At the moment the feet touch the landing site, the jumper actively brings his arms forward, simultaneously bends his legs at the knee joints and pulls the pelvis to the landing site, the flight phase ends. Bending the legs should be elastic, with resistance. After stopping, the jumper straightens up, takes two steps forward and leaves the landing site.

**Module 3**Improving tactical and technical actions in basic sports.

**Theme 2**Improving the technique of movements of the legs and pelvis, hands in combination with the movements of the legs in race walking; long jump

**Form of current progress control**examination

practical skills.

**Evaluation materials for ongoing monitoring of progress**

Demonstrate the technique of race walking and long jump in full coordination.

One of the main technical conditions for sports walking is the fixation of a two-support position, i.e. The swing leg extended forward must touch the ground before the toe of the skating leg leaves the ground. The second mandatory requirement, according to the rules of the competition, is that in each step the supporting leg must be straightened at the knee joint when passing the vertical.

During sports walking, the pelvis moves not only in the anterior-posterior, but also in the transverse direction, which is associated with straightening at the moment of the vertical of the supporting leg in the knee joint.

In race walking, as in normal walking, there is an alternation of single-support and double-support phases. At the moment when the foot, pushing off, still touches the ground with its toe, the other leg, finishing straightening in front, is placed on the ground from the outside of the heel.

Movements during race walking, despite the high pace, should be natural, smooth and soft, especially in the shoulders and pelvis, sharp and angular movements should be avoided. Turns of the shoulders and pelvis in opposite directions balance the movements of the legs and pelvis, reduce deviations of the body from straight forward movement and contribute to an increase in muscle effort during repulsion. With bent arms, the walker vigorously moves back and forth. At the moment of the vertical, the athletes keep their arms bent at an acute, right and even obtuse angle (66-108°), the hands are not tense.

The technique of jumping from a place is divided into:

* preparation for repulsion
* repulsion
* flight
* landing

Preparation for repulsion: the student approaches the repulsion line, the feet are placed shoulder-width apart or slightly narrower than shoulder-width, then the athlete raises his arms up slightly back, simultaneously bending in the lower back and rising on his toes. After that, smoothly, but quickly enough, lowers his arms down and back, at the same time lowers himself on the entire foot, bends his legs at the knee and hip joints, leaning forward so that the shoulders are in front of the feet, and the hip joint is above the toes.

The arms laid back are slightly bent at the elbow joints. Without lingering in this position, the athlete proceeds to repulsion.

It is important to start repulsion at the moment when the body of the jumper is still descending by inertia down, i.e. the body moves down, but extension in the hip joints is already beginning, while the arms are actively and quickly carried forward slightly upward in the direction of the jump.

Next, there is extension at the knee joints and flexion at the ankle joints. The repulsion ends at the moment the feet leave the ground.

After repulsion, the jumper straightens his body, stretching out like a string, then bends his legs at the knee and hip joints and pulls them to his chest. At the same time, the hands are laid back and down, after which the athlete straightens the legs in the knee joints, bringing the feet forward to the landing site. At the moment the feet touch the landing site, the jumper actively brings his arms forward, simultaneously bends his legs at the knee joints and pulls the pelvis to the landing site, the flight phase ends. Bending the legs should be elastic, with resistance. After stopping, the jumper straightens up, takes two steps forward and leaves the landing site.

**Form of current progress control**

**Evaluation materials for ongoing monitoring of progress**

**Module 3**Improving tactical and technical actions in basic sports

**Theme 3**Improving the technique of sprinting; relay race.

**Form of current progress control** checking practical skills, taking a control exercise.

Demonstrate sprinting technique.

**Low start**- the most common way to start sprinting, as it allows you to start running faster and develop maximum speed in a short stretch. To ensure the comfort and strength of the leg support, starting blocks or starting machines are used.

**The most optimal is this method of installing starting blocks**, when the front block for the strongest (jogging) leg is set at a distance of 1.5 feet from the start line, and the back - at a distance of 1-1.5 feet from the front (or at a distance of the length of the lower leg from the front block). The support platform of the front block is inclined at an angle of 45-60°, the rear one - at an angle of 60-80°. The distance between the pads in width is usually equal to the length of the foot.

At the command: "To the start!" the student steps over the starting line and stands so that the blocks are behind him. Next, the student squats, puts his hands on the ground, rests with the foot of the strongest leg against the support pad of the rear block. Then he gets down on the knee of his leg resting on the back block, pulls his hands over the starting line and puts them close to it in such a way that the support of the body falls on the hands, the thumbs are turned inward, and the rest are turned outward (you can lean on the hands with bent fingers).

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

On command: "Attention!" the student lifts the knee of the leg resting against the back block from the ground, raises the pelvis slightly above the shoulders and moves the body forward and upward. The weight of the body moves to the hands and the front leg. Move from the position "On the start!" to the position "Attention!" follows smoothly. Then you need to stop all movements, waiting for a shot or a command: “March!”.

After a shot or a command: "March!" the student takes his hands off the track and at the same time pushes off the blocks. The standing leg comes off the block first, which is carried forward and slightly inward with the thigh. To reduce the time and path of the foot from the block to the place of its placement on the ground, the first step should be creeping, i.e. you need to carry the foot as close to the ground as possible.

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

**Start run.**In order to achieve the best result in the sprint, it is very important after the start to quickly achieve a speed close to the maximum in the phase of the starting run.

**Distance running.**By the time the highest speed is reached, the runner's torso is slightly (72-80 °) tilted forward. During the running stride, the amount of incline changes. During the repulsion, the inclination of the torso decreases, and in the flight phase it increases.

**Finishing.**It is necessary to try to maintain the maximum speed in running for 100 and 200 meters until the end of the distance, however, in the last 20-15 meters of the distance, the speed usually decreases by 3-8%.

The run ends at the moment when the runner touches with his torso a vertical plane passing through the finish line. The runner first touches the ribbon (thread) stretched at chest height above the line marking the end of the distance. In order to touch it faster, at the last step you need to make a sharp tilt with your chest forward, throwing your hands back. This method is called "breast throw".

Control exercise:3.1. Running is not short distances.

The relay race at the stadium is held in a circle of the treadmill. Stadium running relays may include short and medium distance legs. Along with this, a relay race with stages of various lengths is used.

Relay races (4x100 m, 4x200 m) are held in separate lanes, and in other relay races - in a common lane. The first stage or part of it can be run on separate tracks.

Along with the relay race on the stadium's treadmill, relay competitions are held on the streets of the city with stages of different lengths.

### Short distance relay technique.

At the 1st stage, the run begins with a low start. The runner holds the baton in his right hand, squeezing its end with three or two fingers, while thumb and forefinger rest on the ground at the starting line.

Running from the start and over the distance does not differ from the usual run of 100 and 200 meters. The complexity of the relay race technique lies in passing the baton at high speed in a limited area. A 20-meter zone has been established for the transfer of the baton. It starts 10m before the end of one leg and continues 10m ahead of the start of another. The receiver of the relay has the right to start the run-up 10 m before the start of the transfer zone. This allows you to achieve higher speed.

There are two ways to pass the baton.

The transfer of the relay baton in stages in the 4x100 m run is carried out as follows. The starter at the 1st stage holds the baton in his right hand and runs as close to the curb as possible. The second runner waiting for him stands closer to the outer edge of his track and takes over the baton with his left hand. He runs the straight (second 100m) on the right side of his lane and passes the baton with his left hand to the right hand of the third competitor running on the left side of the lane. The fourth runs along the right side of the track and takes the baton with his left hand. Another way of passing (with the runner shifting the accepted relay from one hand to the other) in the 4x100 m relay is less effective.

Athletes running in stages 2, 3 and 4 use the run-up (10 m) and passing (20 m) zones to receive the relay at maximum speed and run their stage on the move. To solve this problem, the runner taking the relay takes a pose close to the pose of a low start. Standing with his right foot at the line marking the start of the run, he puts his left foot forward, leans his right hand on the track, and takes his left hand up and back. In this position, the athlete looks back under the left shoulder at the approaching runner. The runner of the 1st stage approaches at maximum speed to the transfer zone. When he is 9-11 m away from the run-up zone, the runner of the 2nd stage promptly starts running along the right edge of his track, trying to develop as high a speed as possible so that the runner catching up with him can pass the baton to him 2-3 m before the end of the zone. The distance between the runners during the transfer (1-1.3 m) is equal to the length of the hand of the runner who takes the baton laid back, and the length of the runner's hand extended forward, passing it. The distance can be increased by tilting the torso of the runner passing the baton. The speed of the runner during the stages of the sprint relay must be maximum, it cannot be reduced in the transfer zones. Until the moment of passing the baton, both runners have their arms moving as in a sprint. But as soon as the runner approaches the receiver to the distance necessary for the transfer, he gives the signal “hop”. At this signal, the one who takes the baton, without slowing down the pace and without disturbing the rhythm of the run, straightens the left (for runners of the 2nd and 4th stages) hand with the hand lowered (the withdrawn thumb forms an angle open downwards with the rest of the fingers). At this moment, the runner passing the baton,

It is even better if the receiver of the relay throws his hand back not at the “hop” signal, but at the moment when he reaches the mark set during the training. Of course, this method requires good coordination in the actions of the runners.

For the accuracy of the transfer of the baton, it is important to determine the moment of the start of the run of the host during the lessons. To do this, a mark is made at some distance in front of the runway line. At the moment when the runner who passes the baton reaches this mark, the receiver quickly starts running along the right edge of his track, trying to develop as much speed as possible.

The distance to the mark should be such that the relay runner catches up with the receiver exactly at the place intended for the transfer (4-5 m before the end of the zone). By the time of the transfer, it is important to run in step. To do this, a well-trained 100-meter runner achieves such a uniformity of all steps that allows him to run into the transition zone almost always in the same place, with the same foot. To verify this, you should run the entire stage and zone 2-3 times. If the steps do not match, then the one starting into the zone needs to adapt to the steps of another runner.

Mastering the technique of running at a distance of 800 to 3000 meters consists in the gradual study of individual elements and their combination in the process of regular training.

The athlete must be able to rebuild the technique when fatigue occurs after filling the muscles with lactic acid in such a way as to maintain the intensity of the run.

In running technique, it is customary to single out start and starting acceleration, distance running and finishing.

In middle-distance running, a high start is used. At the signal “To start”, they take a position - the push leg is in front, the swing leg is behind at a distance of 20-30 cm from the heel of the push leg. Both legs are slightly bent at the knees, the body weight is transferred forward. The position of the hands is opposite (if the push leg is right, then the left leg is brought forward hand), the hands are slightly clenched into a fist.

At the “March” command, the athletes begin to run. There is no “Attention” command in this type of running. After the start, the runner picks up the optimal speed, which should economically expend the reserve of forces. The pace is selected based on the task of the athlete to run the distance in a certain time.

In order to gain speed with less effort, it is recommended to reach the optimal pace only to 50-70 meters of distance. Usually the starting speed is higher than the remote one due to the need to take the right place among the rivals.

While running along the distance, the stride length is 180-210 centimeters or 3-4 steps per second. The torso is tilted 5 degrees, which helps to move forward due to inertia. Hand movement is an important part of the technique. A simple rule works here - the higher the intensity of the work of the hands, the higher the running speed. The arms are bent at the elbow joint by 90 degrees.

Important! While running, the muscles of the neck and arms should be relaxed. Excessive tension in the upper body leads to increased energy expenditure and loss of speed.

**Finishing**carried out on the last lap for 200-400 meters. Accompanied by an increase in the inclination of the body and the frequency of steps. Finishing acceleration is called - spurt. 1 meter before the finish line, techniques that are actively used in the sprint are applied - lunge with the chest or shoulder.

**Rules and technique of shuttle running**.

The conditions for fulfilling this standard are not particularly difficult: on a flat area, a distance of 10 meters is measured; a clearly visible start and finish line; the start is carried out from a high or low start position; the movement is carried out by running up to the 10-meter mark line, reaching which the athlete must touch the line with any part of the body; touching is a signal for the fulfillment of one of the elements of fulfilling the standard, having made a touch, the athlete must turn around and go back, stepping over the line again, this will be a signal to overcome the second section of the distance; the last section of the distance is overcome by the same principle.

The standard is timed from the “March” command until the athlete crosses the finish line. Technically, this exercise belongs to the category of coordination exercises, in which, in addition to speed, the athlete must also have high coordination skills. Since the distance to overcome is small, the position of the body is of particular importance, from the very start, it is necessary to coordinate the work of the arms and legs as much as possible.

It is unacceptable to carry out a complete straightening of the body in such a short segment, the body of the body must be constantly tilted forward. The arms move parallel to the body, while it is advisable not to extend the arms at the elbows. When overcoming 5-7 meters, it is gradually necessary to reduce acceleration and prepare for the start of braking and turning.

Braking should be carried out intensively, while it is necessary to direct part of the effort to choosing the position of the body in order to carry out a turn with the least losses while taking up a position for the start.

The final step in the execution of the element will be touching the line. The touch is carried out by hand in such a way that after it the athlete assumes a low start position.

Special attention to the finish. Such “ragged” segments of the distance do not allow the athlete to accelerate at full strength, because when running short distances of 100-200 meters, athletes accelerate the first 10-15 meters, in which the body position gradually takes a vertical position, and steps are almost 1/3 shorter than a normal mid-distance stride.

However, when performing this discipline, no matter how many segments need to be overcome, the last segment is important from the point of view of the final result. This is due to the fact that during its passage it is no longer necessary to reduce speed and carry out a U-turn. Experienced athletes use this feature, paying great attention to the last section in training, from the moment of the turn to the crossing of the finish line.

Here you need to consider literally every meter more carefully: when turning, the most effective body position is taken, from which the athlete must make a jerk with maximum acceleration; the first 2-3 steps are made a little short, the initial acceleration is supplemented by acceleration, the body is tilted forward, the head is tilted forward, the movement of the arms is carried out sharply along the body, without extending the arm at the elbow, and throwing the hand back; after gaining the necessary acceleration, there is a gradual straightening of the body and raising the head, but without tipping it up, the steps are made large, the movements of the hands allow the hands to be thrown back with the arms extended at the elbows; the maximum pace of movement must be maintained so that when crossing the finish line the athlete continues to move at maximum pace,

Control exercise:3.2. Performing a shuttle run.

**Module 3**Improving tactical and technical actions in basic sports

**Theme 4**Improvement of technologymiddle distance running; shuttle run

**Form of current progress control** checking practical skills, taking a control exercise.

Demonstrate running technique for medium distances.

**Form of current progress control:**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress:**demonstrate techniquemiddle distance running.

**Middle distance running technique**

Mastering the technique of running at a distance of 800 to 3000 meters consists in the gradual study of individual elements and their combination in the process of regular training.

The student must be able to rebuild the technique when fatigue occurs after filling the muscles with lactic acid in such a way as to maintain the intensity of the run.

In running technique, it is customary to single out start and starting acceleration, distance running and finishing.

In middle-distance running, a high start is used. At the signal “To start”, they take a position - the push leg is in front, the swing leg is behind at a distance of 20-30 cm from the heel of the push leg. Both legs are slightly bent at the knees, the body weight is transferred forward. The position of the hands is opposite (if the push leg is right, then the left leg is brought forward hand), the hands are slightly clenched into a fist.

At the “March” command, the athletes begin to run. There is no “Attention” command in this type of running. After the start, the runner picks up the optimal speed, which should economically expend the reserve of forces. The pace is selected based on the task of the athlete to run the distance in a certain time.

In order to gain speed with less effort, it is recommended to reach the optimal pace only to 50-70 meters of distance. Usually the starting speed is higher than the remote one due to the need to take the right place among the rivals.

While running along the distance, the stride length is 180-210 centimeters or 3-4 steps per second. The torso is tilted 5 degrees, which helps to move forward due to inertia. Hand movement is an important part of the technique. A simple rule works here - the higher the intensity of the work of the hands, the higher the running speed. The arms are bent at the elbow joint by 90 degrees.

Important! While running, the muscles of the neck and arms should be relaxed. Excessive tension in the upper body leads to increased energy expenditure and loss of speed.

**Finishing**carried out on the last lap for 200-400 meters. Accompanied by an increase in the inclination of the body and the frequency of steps. Finishing acceleration is called - spurt. 1 meter before the finish line, techniques that are actively used in the sprint are applied - lunge with the chest or shoulder.

Demonstrate shuttle running technique.

**Rules and technique of shuttle running**.

The conditions for fulfilling this standard are not particularly difficult: on a flat area, a distance of 10 meters is measured; a clearly visible start and finish line; the start is carried out from a high or low start position; the movement is carried out by running up to the 10-meter mark line, reaching which the athlete must touch the line with any part of the body; touching is a signal for the fulfillment of one of the elements of fulfilling the standard, having made a touch, the athlete must turn around and go back, stepping over the line again, this will be a signal to overcome the second section of the distance; the last section of the distance is overcome by the same principle.

The standard is timed from the “March” command until the athlete crosses the finish line. Technically, this exercise belongs to the category of coordination exercises, in which, in addition to speed, the athlete must also have high coordination skills. Since the distance to overcome is small, the position of the body is of particular importance, from the very start, it is necessary to coordinate the work of the arms and legs as much as possible.

It is unacceptable to carry out a complete straightening of the body in such a short segment, the body of the body must be constantly tilted forward. The arms move parallel to the body, while it is advisable not to extend the arms at the elbows. When overcoming 5-7 meters, it is gradually necessary to reduce acceleration and prepare for the start of braking and turning.

Braking should be carried out intensively, while it is necessary to direct part of the effort to choosing the position of the body in order to carry out a turn with the least losses while taking up a position for the start.

The final step in the execution of the element will be touching the line. The touch is carried out by hand in such a way that after it the athlete assumes a low start position.

Special attention to the finish. Such “ragged” segments of the distance do not allow the athlete to accelerate at full strength, because when running short distances of 100-200 meters, athletes accelerate the first 10-15 meters, in which the body position gradually takes a vertical position, and steps are almost 1/3 shorter than a normal mid-distance stride.

However, when performing this discipline, no matter how many segments need to be overcome, the last segment is important from the point of view of the final result. This is due to the fact that during its passage it is no longer necessary to reduce speed and carry out a U-turn. Experienced athletes use this feature, paying great attention to the last section in training, from the moment of the turn to the crossing of the finish line.

Here you need to consider literally every meter more carefully: when turning, the most effective body position is taken, from which the athlete must make a jerk with maximum acceleration; the first 2-3 steps are made a little short, the initial acceleration is supplemented by acceleration, the body is tilted forward, the head is tilted forward, the movement of the arms is carried out sharply along the body, without extending the arm at the elbow, and throwing the hand back; after gaining the necessary acceleration, there is a gradual straightening of the body and raising the head, but without tipping it up, the steps are made large, the movements of the hands allow the hands to be thrown back with the arms extended at the elbows; the maximum pace of movement must be maintained so that when crossing the finish line the athlete continues to move at maximum pace,

**Module 3**Improving tactical and technical actions in basic sports

**Theme 5**Tourism. Safety briefing. Tourist life. Tourist equipment. Learning how to tie knots.

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

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

1. General safety requirements for tourism classes.
2. Tourist life.
3. Tourist equipment.
4. Kind of knots.
5. Insurance, self-insurance in tourism.

**simple knot**

A simple knot used to connect ropes and is a component of many knots, it can also be tied at the end of a rope to prevent it from unraveling. Perhaps this is the simplest of all knots and the smallest. But when the cable is pulled, the knot is strongly tightened and sometimes it is difficult to untie it. A simple knot strongly bends the rope, which reduces the strength of the cable by more than 2 times. But, nevertheless, this is the most popular node.



**Straight Knot (Reef)**

A straight knot is used to connect ropes of approximately the same diameter. It is not safe to tie ropes of different diameters with this knot, as a thin rope will tear a thicker rope. The direct knot was known as early as five thousand years BC in Egypt. And the ancient Greeks and Romans called him Hercules, because this is how the mythical hero Hercules tied the skin of a lion on his chest. The straight knot has four knitting options, but it is enough to know and be able to knit one of them. Control nodes are required at the root ends.



**Hunter's Knot (Hunter's Knot)**

In 1968, English doctor Edward Hunter (Edward Hunter) accidentally invented a knot that holds perfectly on cables and even on synthetic fishing line. In essence, it was a successful interlacing of two simple knots tied at the ends of two ropes. This invention caused a sensation in certain circles, and British patent experts issued a patent for this invention to Edward. The Hunter knot is held on all ropes, especially on soft ones, as well as on ribbons and fishing lines. The author of the book "Sea Knots" L. N. Skryagin gave this knot a different name - "Hunting Knot" since the surname Hunter is translated from English as a hunter.



**counter eight**

Another of the oldest knots for tying two ropes. This knot has another name "Flemish knot". This is a reliable and durable knot, it practically does not reduce the strength of the rope. To begin with, a figure eight is knitted at the end of one of the ropes, and then all the bends of the figure eight on the first rope are repeated with the running end of the second rope and passed towards the root end. After that, tighten. The counter eight is relatively easy to untie.



**knot grapevine**

Grapevine is the strongest of the knots designed for tying ropes of the same diameter. This knot has the lowest rope loosening ratio of 5%, other knots do not have such indicators. When tying the Grapevine knot, you can do without control knots, it still remains quite safe.



**Module 3**Improving tactical and technical actions in basic sports

**Theme 6**Improving the methods of knitting knots. Insurance training, self-insurance in tourism.

**Form of current progress control** checking practical skills, taking a control exercise.

**Evaluation materials for ongoing monitoring of progress**: Demonstrate how to tie knots.

Control exercise: 3.3. Perform knot tying.

**Top belay technique**

*The insurer is above the insured:*

Types of insurance: through the tree; through the waist; through a lump; through an additional point of support (hook) using a friction or gripping device; through a gazebo carabiner, both with and without FSU

*The insurer is below the insured*, insurance is carried out through an organized additional anchorage point of the rope into which a carabiner is fastened through which the rope passes through which the insurance takes place:

Types of belay: belay through a harness carabiner, both with and without FSU;

belay through an additional bending point of the rope, both with and without FSU; back insurance.

You should know that the use of gripping knots and technical devices in cave conditions is more reliable and does not require large energy costs for the insurer. However, it should be remembered that when belaying through self-gripping, the contact of the insurer with the climber is lost, therefore, such belaying should be as tough as possible and the descent of a broken participant on a safety rope is technically more difficult to implement, but possible.

**Golden rules of insurance.**

Do not stand under the front (above) going.

Do not use untested points of support (hook, stone, wood).

Correctly choose the attachment points of the rope and its direction, taking into account possible dynamic loads.

Do not use old or damaged rope for belaying.

Use personal equipment correctly (clutches on carabiners, buckles on belts and systems).

Don't get distracted by the insured.

Insure only after you have insured yourself.

Trust insurance, only to those in whom you are sure.

**Mistakes in insurance and self-insurance**

Mismatch of the direction of a possible jerk with the position of the supporting leg.

Excessive leaning forward or backward when retrieving the rope.

Winding the rope around both hands, picking up the rope by grasping and not by sliding.

Insurance of a person moving directly above the insurer.

Belay through an untested fulcrum (hook, carabiner, rock ledge).

Insurance of the insured and self-insurance of the insurer through one and the same point of support.

Belay through a raw sharp rock ledge, edge.

The hand is too close to the carabiner, rock ledge, etc. and may be stuck.

Wrong choice of site for placing the insurer.

Incorrect insurance method selected.

Insufficient attention to the insured, the length and condition of the free rope.

Lack of partner feeling when picking up and giving out the rope.

Lack of free rope when etching to prevent jerking when falling.

Insufficient hand coordination when picking up and extending the rope.

Entanglement of the rope on the site where the belayer stands.

Lots of slack in the rope.

Insurance without gloves or mittens.

Insurance without organizing your own self-insurance.

Improper organization of self-insurance.

Use of unmuffed carabiners.

When self-insurance, too short or long loop - mustache.

Self-belaying through an untested foothold or unworked ledge.

Insurance before organizing self-insurance.

Dangerous testing of self-insurance reliability.

Use for self-insurance of technical devices unacceptable for this

**Module 3**Improving tactical and technical actions in basic sports

**Theme 7**Improvement of insurance, self-insurance in tourism. Ascent and descent training. Crossing training

**Form of current progress control** testing of practical skills.

**Evaluation materials for ongoing monitoring of progress:**demonstrate top belay technique.

Climbing the slope with re-stitching on self-insurance. When passing through this stage, students run up to the end of the railing rope and use a prusik to knit a double grasping knot on it. The knot can be knitted by the whole team, being in a safe zone, and only the first participant can be fastened with a carabiner from the prusik to the safety system in the chest crosshair of the harness, because. for safety reasons, only one person can be on the railing rope. Participants must pass the dangerous section with self-belay and support on the railing rope, i.e. constantly choosing it with your hands and maintaining it in a loaded state. The knot must be above the competitor's upper arm and push upward as it rises. It is forbidden to clamp the knot into a fist. The first, having reached the jumper, with another prusik, he knits a double grabbing knot on the next railing rope (continuation of the first one) and, having fastened the carabiner with the prusik to the carabiner of the belay system, unfastens from the first rope. At this and other stages associated with movement along the railing, the participants who have completed the passage of the stage and after turning off their safety system are given the command “Free!”, Which means that the next participant can start moving along the railing.

General rules:

1. There should be one person on the rope.
2. With the help of a self-insurance mustache, we fasten the carabiner to the upper safety railing, we muffle the carabiner.
3. Movement along the lower rope is carried out sideways with side steps, holding hands on the upper rope.
4. Hands during the movement should not cross, and during the movement you can not take your hands off the rope. The legs during the passage should "slide" along the rope.
5. Carabiners must be locked during operation.

**Module 3**Improving tactical and technical actions in basic sports.

**Topic 8.9**Acceptance of control standards.

**Form of current progress control:**control standards.

**Evaluation materials for ongoing monitoring of progress**

Boys: 100m run (s).

Girls: 100m run (s).

Boys: flexion and extension of arms in emphasis lying on the floor (number of times).

Girls: flexion and extension of the arms in emphasis lying on the floor (number of times).

Boys: 3000m run (min, s).

Girls: 2000m run (min, s).

**Module 3**Improving tactical and technical actions in basic sports.

**Theme 10**Ski training. Safety briefing.

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

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

1. General safety requirements for ski training.
2. Ski training and skiing, their brief description.
3. Classification of ways of movement on skis.
4. Ski equipment and maintenance.

**Module 3**Improving tactical and technical actions in basic sports.

**Topic 11** Improving the technique of skiing; braking methods

**Form of current progress control**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress**demonstrate the technique of performing braking with a “plow”, “emphasis”.

**Stop braking**. Typically used to reduce speed when descending obliquely in both hard and soft snow conditions in front of very steep sections of the track. Start the descent obliquely on parallel skis, and then, slightly releasing the lower ski from body weight, take it to point-blank range and load it again smoothly. Put on the edge, it will cut off the layer of snow and slow down the movement. After a few meters of braking, put the bottom ski parallel to the top again. To enhance braking, it is necessary to push the lower ski a little forward and load it even more with body weight. Shift your body weight towards this ski while simultaneously turning your torso and assuming an angular position.

To learn this technique, look for small sections of the slope a little steeper than usual, and, having taken the stop position, begin the descent. You will feel that the edge of the lower ski clings to the snow with force. To increase braking, fully transfer your body weight to the lower ski and press hard on it with your heel. The extended leg serves as a support for you, preventing the torso from leaning forward too much.

**Plow braking**. It is used on slopes of various steepness and snow cover when moving straight down. Spread the heels of the skis to the sides, holding the socks, and, gradually standing on the edges, press them with force. The more you press on the rears without changing their position, the more braking effect you will get.

On a gentle and hard slope, learn to spread your backs, slide in the “plow” on almost flat skis and bring them together again. Then learn to put both skis on the edges by bringing your knees together, and you will feel how this greatly enhances braking. Gradually develop the ability to take the position of the "plough" very quickly and dampen the speed on shorter and shorter sections of braking. To maintain balance in the front-to-back direction, when braking begins, lean back and press hard on the backs of the skis.

**Module 3**Improving tactical and technical actions in basic sports.

**Topic 12** Improving the technique of skiing; braking methods

**Form of current progress control**testing of practical skills.

**Evaluation materials for ongoing monitoring of progress**demonstrate the technique of performing braking with a “plow”, “emphasis”.

**Stop braking**. Typically used to reduce speed when descending obliquely in both hard and soft snow conditions in front of very steep sections of the track. Start the descent obliquely on parallel skis, and then, slightly releasing the lower ski from body weight, take it to point-blank range and load it again smoothly. Put on the edge, it will cut off the layer of snow and slow down the movement. After a few meters of braking, put the bottom ski parallel to the top again. To enhance braking, it is necessary to push the lower ski a little forward and load it even more with body weight. Shift your body weight towards this ski while simultaneously turning your torso and assuming an angular position.

To learn this technique, look for small sections of the slope a little steeper than usual, and, having taken the stop position, begin the descent. You will feel that the edge of the lower ski clings to the snow with force. To increase braking, fully transfer your body weight to the lower ski and press hard on it with your heel. The extended leg serves as a support for you, preventing the torso from leaning forward too much.

**Plow braking**. It is used on slopes of various steepness and snow cover when moving straight down. Spread the heels of the skis to the sides, holding the socks, and, gradually standing on the edges, press them with force. The more you press on the rears without changing their position, the more braking effect you will get.

On a gentle and hard slope, learn to spread your backs, slide in the “plow” on almost flat skis and bring them together again. Then learn to put both skis on the edges by bringing your knees together, and you will feel how this greatly enhances braking. Gradually develop the ability to take the position of the "plough" very quickly and dampen the speed on shorter and shorter sections of braking. To maintain balance in the front-to-back direction, when braking begins, lean back and press hard on the backs of the skis.

**Module 3**Improving tactical and technical actions in basic sports.

**Topic 13** Improvement of turns in movement with stepping over; descent in the main rack

**Form of current progress control**checking practical skills, taking a control exercise.

**Evaluation materials for ongoing monitoring of progress**demonstrate the technique of performing a stepless move.

Ways of turns on skis are divided into two groups: turns on the spot, turns on the move.

Turns in place. These turns are special-applied exercises. They are used to master the skis as a projectile, to develop a “feeling for skis and snow”, for free ski control, for turns when passing the track.

The main ways of turns on the spot provided by the training program are:

1) stepping turn around the heels of the skis;

2) stepping turn around ski toes;

3) turn with a swing of the right to the right and a swing of the left to the left;

**Stepping turn around the heels of the skis**. This turn is performed from the starting position - the skis are parallel, the poles are placed next to the bindings.

They begin to cross with the foot that is closer to the direction of the intended turn. For example, when turning to the right, the skier transfers the weight of the body to the left leg and, raising the toe of the right ski, takes it to the side. Then, transferring the weight of the body to the right ski, he puts the left ski on it, while rearranging the stick of the same name. Stepping in this way is performed to the desired angle of rotation. The heels of the skis do not come off the snow.

Typical mistakes when mastering this turn:

1) separation of the heel of the ski from the snow or the heel of the boot from the ski;

2) insufficient transfer of body weight from one ski to another;

3) stepping is performed on straight legs;

4) inconsistent (non-simultaneous) movement of the stick and ski at the moment of stepping over;

5) stepping with the heel of one ski on another (crossing the skis).

**Stepping turn around ski toes**. The skier transfers the weight of the body to one of the skis, and takes the other (tearing off the heel from the snow) to the side and, transferring the weight of the body to it, puts another ski on it. The stick is rearranged simultaneously with the ski of the same name. Ski toes stay in one place without crossing each other. To facilitate the development of this turn, you can use some kind of auxiliary landmark (for example, a ski pole, a tree branch, a circle drawn in the snow, etc.) around which the movement is performed.

**Right leg swing to the right and left leg swing to the left**. This turn allows you to turn on the spot much faster than stepping. In addition, swinging is often the only way to turn on a narrow track or slope.

The turn is performed from the starting position - the skis are parallel, the poles are next to the bindings. The weight of the body is transferred to one leg, for example, to the right, and a swing is performed with the left leg with a turn of the leg and torso to the left. The left stick should not interfere with the movement of the ski. Therefore, simultaneously with the swing of the left foot, it is placed behind the right ski. After the swing is completed, the left ski is placed on the track in the opposite direction to the original one. Then the skier, lifting the right ski and the stick of the same name at the same time, turns around the left leg and puts them on the snow. Turn completed. In the same way, a turn is performed in the other direction.

Control standard:

Cross-country skiing 3000m (min, s) - girls;

Cross-country skiing 5000m (min, s) - boys.

**Module 3**Improving tactical and technical actions in basic sports

**Topic 14**Football. Football safety briefing. Referee gestures. Site marking. Rules of the game. Teaching movement techniques in the sports game "Football". Teaching the technique of passing the ball with the inside of the foot, stopping the rolling ball with the sole in the sports game "Football".

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

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

1. General safety requirements for football lessons.
2. Rules of the game in the sports game "Football".
3. Referee gestures in the sports game "Football".
4. Marking the site in the sports game "Football".

**Module 3**Improving tactical and technical actions in basic sports

**Topic 15**Football. Teaching movement techniques in the sports game "Football". Teaching the technique of passing the ball with the inside of the foot, stopping the rolling ball with the sole in the sports game "Football".

**Form of current progress control**checking practical skills, taking a control exercise.

**Evaluation materials for ongoing monitoring of progress:**demonstratedlearn moving techniquein sportsgame "Football", passing the ball with the inside of the foot.

Movements in the form of walking, slow running, accelerations, running backwards, jumping, side steps take place throughout the game. In cases when a football player is released from the guardianship of an opponent, seeks to be in a promising position for development, completion of an attack, intercepts the ball from the opponent, rushes to some area to participate in the defense of the goal, acceleration is applied. Side and cross steps are used by goalkeepers to change positions, before throwing, rebounding the ball. Field players use them to change positions and when escorting an opponent in possession of the ball who is trying to apply a dribble.

Types of movements: running in a straight line, arcs; running with quick stops, turns, jumps; "shuttle" run; side, cross steps in a straight line, arcs; running backwards in a straight line, arcs. With the development of various methods of movement, the conditions for their implementation become more complicated.

**Technique for passing the ball with the inside of the foot:**

You need to approach the ball at a slight angle. The supporting leg is placed on the side of the ball so that it cannot interfere with the movement of the kicking leg. The ankle joint of the kicking leg must be fixed. A small swing of the kicking leg is performed.

The ball is kicked with the inside of the foot to a place located on the center horizontal line of the ball. Keep your head straight and focus on the ball. Any unnecessary shaking of the head will affect the overall balance of the body.

Completion of the kick involves driving the ball with the foot in the direction of the target of sending the ball.

**Module 3**Improving tactical and technical actions in basic sports

**Topic 16**Teaching the technique of transferring the ball with the sole in the sports game "Football". Learning the technique of hitting the inside of the foot in the sports game "Football".

**Form of current progress control**checking practical skills, taking a control exercise.

**Evaluation materials for ongoing monitoring of progress:**demonstratedlearn the transmission technique.

When performing a pass, the leg that is kicking the ball is tense. The more the foot approaches the ball, the more the toe turns outward and at the same time the joints become tense.

Not only the direction, but also the height of the ball transfer depends on the position of the supporting leg, since their position determines the stability of the player's position at the moment of impact. That is why the supporting leg is slightly bent at the knee joint, due to which elastic alignment occurs without possible minor violations of motor impulses. The body at the moment of transmission is somewhat tilted, and the hands maintain balance.

Control exercise:3.5. Stop and pass the ball in football.

**Hitting the ball with the inside of the foot**it is mainly used for short and medium passes, as well as for hitting the opponent's goal from close range. This technique is classified as a high-precision action, since a fairly large part of the foot (from the heel to the big toe) touches the ball. However, the force of such a blow is less compared to blows in other ways, since the swing of the shock leg reaches its maximum value, and in the extreme position of the ligament of the hip joint, during extension, they press the femoral head to the acetabulum, which eliminates the necessary supination of the thigh.

Consider some of the features of the strike technique. The start of the run, the ball and the goal are approximately on the same line. The swing is performed due to the rear push of the last running step. The impact movement begins with simultaneous hip flexion and outward rotation (supination) of the leg. At the moment of impact, the foot is strictly at right angles to the direction of the ball's flight. The blow is performed by the middle of the inner surface of the foot. The position of the leg during the impact is maintained during the posting period

**Module 3**Improving tactical and technical actions in basic sports

**Topic 17**Teaching the technique of hitting with the inner / outer part of the lift in the sports game "Football". Teaching the technique of passing the ball with a toe in the sports game "Football". Improving the learned techniques in the training game

**Form of current progress control** testing of practical skills.

**Evaluation materials for ongoing monitoring of progress:**demonstratedlearn the hitting technique.

**Hitting the ball with the inside of the instep**used for the implementation of "lumbago", long and medium passes, striking at the goal from various distances.

The run-up is performed at an angle of 30-60° (ideally 45°) in relation to the ball and the target. The swing of the leg is close to the maximum. The supporting leg, slightly bent at the knee joint, is placed on the outer part (arch) of the foot (sole). The body is slightly inclined towards the supporting leg. At the moment of impact, the conditional axis connecting the ball and the knee joint is inclined in the frontal plane. This condition, as well as hitting the middle of the ball, determines the low trajectory of its flight. To effectively perform the technique in question, it is necessary that during the strike the toe of the foot be pulled down and the leg tense.

**Hitting the ball with the outside of the instep**often used to perform cut shots when implementing free kicks, free kicks on goal, passes (if there is an opponent between the player and the partner). The blow is performed by the outer part of the lift. The structure of movements during strikes with the middle and outer parts is similar. The differences are that during the impact movement, the lower leg and foot turn inward. When performing a strike in a given way, the athlete's foot turns with the toe inward. The takeoff path is straight. After such a hit, the ball can be directed in a straight line or in an arc. Performing a kick with the right foot, they approach the ball from the left, striking with the left foot, respectively, from the right. Board (last step) elongated. If the ball needs to be sent in a straight line, the axis of the continuation of the foot of the supporting leg is turned in the direction of impact, if the ball must describe an arc, the run should be performed at a slight angle. The shoulder opposite to the supporting leg is pushed slightly forward, the foot of the supporting leg is placed 20 cm from the ball. To give the ball spin, the kick is from the side rather than the center. The upper body is tilted towards the supporting leg. With the help of arms bent at the elbows, they maintain the balance of the body.

**Toe kick**very effective, because is unexpected for the opponent and is performed very quickly, with little or no preparation, often in conditions of lack of time for the player to carry out a high-quality leg swing. In addition, this blow is used on wet, swampy fields, as well as when knocking the ball from an opponent in a lunge or split. Toe kicks are unsafe because they are difficult to anticipate. The very short swing to perform this technique, combined with the strike above the center of the ball, provides a kind of rotation of the ball and makes defense against such a blow very problematic.

**Module 3**Improving tactical and technical actions in basic sports

**Topic 18**Performing a control exercise.

**Form of current progress control**control exercise.

**Evaluation materials for ongoing monitoring of progress**

Control exercise: 3.1.Running short distances (30m in full coordination).

Control exercise:3.2.Shuttle run (in full coordination 4x10m.).

**Module 3**Improving tactical and technical actions in basic sports

**Topic 19**Performing a control exercise.

**Form of current progress control**control exercise.

**Evaluation materials for ongoing monitoring of progress**

Control exercise: 3.3.Perform knitting knots (3 tourist knots at the student's choice).

**Module 3**Improving tactical and technical actions in basic sports

**Topic 20, 21**Acceptance of control standards.

**Form of current progress control**receptioncontrol standards.

**Evaluation materials for ongoing monitoring of progress**

See the table "Control standards".

**Module 3**Improving tactical and technical actions in basic sports

**Theme of independent work**Athletics

**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 3 tasks and arrange them in the form of a printed work.**

***1 task.***

Read the text and explain the benefits of the Fosbury flop high jump, list its main steps.

***2 task.***

Find a match.

|  |  |
| --- | --- |
| Main features | Characteristic |
|  | 1. High-class athletes in walking for 20 km develop an average speed of more than 15 km / h, which is 3 times the speed of ordinary walking; |
|  | 2. 10 steps / min and even a little more can be achieved by a walker without violating the basic rule of walking - the transition from walking to running. Thus, the movements of a single step are performed in approximately 0.285-0.333 s; |
|  | 3. Exceeds 110 cm, and for some walkers - 115-120 cm |
|  | 4. Straightened supporting leg |
|  | 5. Movement around the transverse, sagittal and especially around the vertical axis; |
|  | *6.*Active movements in the anteroposterior direction. |

A - high frequency of movements (tempo)

B - movement of the pelvis

B - high speed

D - at the moment of the vertical

D - hand movements

E - stride length

**3 task.**Complete the table.

Sequence of training in running events

Running for medium and long distances

3000m steeplechase

***1 task.***

Text:

**Fosbury flop method**(Fig. 1). This is an indisputable advantage­This method consists in the possibility of greater use of horizontal speed for vertical lifting of the body than in jumps in other ways. The athlete here does not need a complex coordination restructuring of movements from the run to the push, take-off and transition of the bar.



Fig.1. Fosbury flop high jump

The run in this method is performed in an arc (with overrunning) and starts at an angle of 75-90 ° to the bar. In terms of technique and rhythm, it resembles the run-up of a long jump. On the last steps (during the transition to the push) op­Scanning of the BCT of the body and squatting on the fly leg are absent. This allows the jumper to maintain more horizontal speed. The push is performed almost sideways to the bar with the foot farthest from the bar slightly forward. In this regard, he backed off­nodding occurs with greater speed, which is facilitated by a short sharp swing of the free leg strongly bent at the knee. The torque obtained during the arcuate takeoff and push allows the jumper to turn his back to the bar during takeoff. Following this, he, as it were, lays his back on the bar, bending over it in the lower back. As soon as the pelvis is above the bar, the jumper bends the body at the hip joints while straightening the legs at the knee joints and pulling them towards him. Landing occurs on a rounded back, and sometimes on the occipital region, which necessitates special equipment for a landing site.

Analysis of the "fosbury flop" technique indicates that during the push, performed from an arcuate run, fuss­exerts centrifugal force. This is precisely what distinguishes­salient feature of this method.

Running high jump-this is a complex view; for convenience of description, it can be divided into main structural phases: run-up, repulsion and transition through the bar.

***Takeoff.***Success in high jumps is associated with the use by the jumper of a high take-off speed, which contributes to the increase­the power of the push and the initial speed of departure. In the process of running the run, it is necessary to functionally prepare the engine­pulling apparatus (charge the legs), provide the necessary increase in speed and give a comfortable position to the body for repulsion.



Rice. 2. Scheme of the run-up when performing a high jump

The run is performed first in a straight line, and then in an arc in 3 or 5 steps (Fig. 2). An arc of 3 steps is rational at a lower take-off speed, an arc of 5 running steps-with a faster run. This is due to the fact that at high speeds andAt small radii of curvature of the arc, such centrifugal accelerations develop that excessive efforts are expended to combat them, which reduce the effectiveness of the push. The optimal running speed is closely related to the amount of running.­out steps. The length of the run is 9-11 running steps, and­takeoff run after preliminary­th approach in 3-4 steps. From the startrunning begins with a torso tilt, shoulders and head move forward a little.

Steps from the start throughout the run are performed on the forefoot. The running technique is close to the running technique in long jumps and is performed by a raking running movement when placing the feet on the ground. The takeoff speed picks up immediately from the start and gradually increases. The maximum take-off speed for the last 6 steps is 7.9-8.2 m/s, in the last step the movement speed decreases slightly and by the time the pushing leg is placed at the place of repulsion it is 7.7-7.8 m/s.

A feature of the Fosbury Flop run is its rounding in the last 3-5 steps. In this case, a centrifugal force arises, the magnitude of which depends on the take-off speed, the curvature of the jumper's movement arc in the last steps, and also on the jumper's body weight. Counteracting the centrifugal force, the jumper must tilt the torso inside the takeoff arc.

Hands when running in an arc work asymmetrically. From the moment of entering the turn, the arm, which is the same name as the fly leg, is retracted with some elbow behind the back, and the arm located closer to the center of the arc is moved forward and somewhat inward.

Feet should be placed along the run-up line, not a turn­Chivaya socks outwards. This is especially true when runningarc and setting the pushing leg to the place of repulsion. The length of the last step in comparison with the penultimate step decreases by 10-15 m. With the growth of sportsmanship among high jumpers, not so much the absolute speed of the run as the nature of the increase in the pace of steps in the final part of the run becomes of great importance.

***Repulsion.***In the push, it is necessary to inform the body of the maximum­take-off speed, create an optimal take-off angle, and both­to bake the optimal position of the jumper for an effective transition­bar travel.

Setting the foot at the place of repulsion is carried out with a wide running movement almost flat, without resting on the heel, immediately on the entire foot. The less emphasis will be placed onka push leg from the heel, the faster you can perform the back­nodding. The repulsion time in the Fosbury Flop jump lasts within 0.17-0.19 seconds. In the depreciation phase, it is necessary to reduce­sew the value of vertical and horizontal forces, arise­when setting the push leg, prepare the musculoskeletal­the vehicle to active repulsion and more efficiently convert the horizontal speed acquired in the takeoff run into the vertical flight speed.

In the depreciation phase, when the muscle tension of the supporting leg increases, the muscles work in a yielding mode. In the repulsion phase, the muscles work in an overcoming mode. This phase is the most important, since its parameters are determined by­ultimately share the speed of departure of the athlete's WCMT. The angle in the knee joint at the time of placing the leg at the place of repulsion does not exceed 160°. With the setting of the push leg, flexion at the knee joint begins. The angle of flexion of the pushing leg in the knee joint is 140-145°. Reducing the execution time of the depreciation phase (0.07-0.085 s) causes faster execution of active­pushing. Repulsion is performed as a result of interaction­view of all parts of the jumper's body. There is a sharp extension in the knee, ankle and hip joints, rapid under­throwing the swing leg and arms forward and upward and pulling the body up.

A feature of the push is the active desire of the jumper to keep the pelvis from lateral “demolition” from the push leg. Therefore, at the moment of entering the push leg, the bent fly leg and arms are simultaneously carried forward and up and the thigh of the fly leg is tucked inward, and the lower leg is retracted somewhat towards the bar. This movement helps to keep the pelvis in line with the force of the push.

The magnitude of the impact force of the Fosbury flop jumpers, performing a swing with a straight leg, ranges from 400 to500 kg, and when swinging with a bent leg, the effort is less both in duration and in magnitude-250-400 kg. In the classic version of the "fosbury flop", horizontal forces reach 70-80 kg, and in the version with a swing with a straight leg - 120-140 kg.

At the moment of entering the push, a centrifugal force acts on a freely moving forward body, which creates a pair of forces and allows the body of the jumper to be transferred from a vertical to a horizontal position. It is necessary to strive to ensure that the horizontal position up to­was achieved by the body not so much due to the movement of the shoulders towards the plank, but due to the faster movement of the pelvis up compared to the shoulders. The higher the takeoff speed, the smaller the departure angle. The departure angle in the Fosbury Flop jump is between 50 and 60°.

***Crossing the plank.***Turn towards the bar is performed only after takeoff. At the moment of separation from the support, the vertical speed of the MCMT in high-class jumpers ranges from 4.9-5.2 m/s.

At the moment of entering the bar, the hand of the same name to the fly leg is directed towards the bar with parallel work of the hands. When the arms are crossed, the swing is performed synchronously with both hands, and in the transition through the bar, the arms are located along the body. This arrangement of hands is more efficient, since this position reduces the moment of inertia and increases the angular velocity of the body overturning through the bar. Next, the jumper, bending with his legs as low as possible, enters with his head and slaps­chami on the bar. The fly leg is lowered to the level of the push leg. When crossing the bar, the legs are bent at the knee joints and lower legs. Above the bar, the jumper, bending, raises the pelvis, bringing the MCMT beyond the limits of his body. When the arms are thrown back at the moment of the transition of the bar, the deflection occurs more inchest part of the body, and when the arms are along the body - in the hip joints. The head must be kept with the chin towards you. The athlete's trajectory of movement of the athlete's WCMT has a slightly longer length than with a flip jump. Maxi­the small height of the jumper's WCMT reaches at a distance20 cmbehind the bar, while with the flip method-8 cmup to the plank.As soon as the pelvis passes the bar, the departure from it begins. It is carried out by turning the head, bending the legs in the hip joint.­stavas and straightening at the knees. The jumper, as it were, slides off the bar with his feet. Landing is carried out on foam mats on the back and followed by somersault over the head.

**High jump training using the Fosbury Flop method.**

Fosbury flop training should be carried out where there are soft foam mats for landing. In order to effectively master the technique of the high jump with a running start using the “fosbury flop” method, those involved must first master the initial training (running, speed-strength and jumping). And it is also desirable that they pass the initial course of acrobatic training. Only then can training begin.

**Module 3**Improving tactical and technical actions in basic sports

**Theme of independent work**Tourism

**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 3 tasks and arrange them in the form of a printed work.**

*Exercise 1. The concept of sports tourism and its types.*

*Exercise 2. Fill in the table.*

*Exercise 3. Solve the crossword puzzle.*

**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 according to the model.**

|  |  |
| --- | --- |
| **Safety precautions during the training process in the natural environment** | |
| dangers | Precautionary measures |
| ***Impenetrable swamps, rivers, ponds*** | Do not approach impenetrable swamps, rivers, ponds shown on the map, do not enter them. |
| ***Blocks of trees*** |  |
| ***rock cliffs*** |  |
| ***Adverse weather conditions*** |  |
| ***Nutrition*** |  |

**Task 3. Solve the crossword.**



**Horizontally**

5. Journey through the caves

6. Pre-planned or established route for travelers (tourists) or vehicles

8. Travel car, mobile home

12. A small part of the sea, bay, lake, reservoir, isolated from open waters by parts of the land (protrusions of the coast, rocks and nearby islands) and protected by them from waves and wind

13. London Historic District, political and cultural center of the city

15. Main travel document

17. Descent along mountain rivers and waterfalls in wetsuits without the use of watercraft

18. Maximum weight or dimensions of luggage

19. Person visiting another host country for various purposes

**Vertically**

1. Tourist trip cancellation

2. Life style and the code of rules and norms of respectable Europe of modern times, which grew on its basis, especially England in the period of free development of capitalism

3. Capital of Scotland

4. A hotel where guests arrive for a vacation, for recreational purposes, for entertainment

5. The system of measures for the creation of a monetary (insurance) fund, from the funds of which damages are compensated and other amounts of money are paid as a result of natural disasters, accidents, other events

7. The time of the year, the season, in a given country, when tourist life dies down or is at its lowest level

8. Travel by sea or river vessel, with the provision of transportation, accommodation, food, entertainment, etc.

9. A place to stay overnight, located on the freeway

10. A professionally trained person carrying out activities to familiarize objects and shows.

11. Document guaranteeing medical care in case of injury or illness

14. A separate building used to accommodate tourists, often offered in tropical and southern countries

16. London theater in which William Shakespeare played and part of which owned

17. Camp for autotourists

**Module 3**Improving tactical and technical actions in basic sports

**Topic 22**Starting lesson.

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

**Evaluation materials for ongoing monitoring of progress**

Questions to test theoretical knowledge in the discipline

for the fourth course.

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

|  |  |
| --- | --- |
| **form of control** | **Evaluation criteria** |
| **oral questioning** | 5 points is the answer, 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 is the answer, which reveals 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. However, one or two inaccuracies in the answer are allowed. |
| 3 points is the answer, which testifies mainly to the knowledge of the material being studied, which is 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 is the answer, 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. |
| **reception**  **control**  **standards** | See table “Reference limits” |
| **examination**  **practical skills** | 5 points is the technique of performing practical skills without errors, demonstrating them independently. |
| 4 points is assessed by the technique of performing practical skills, allowing some inaccuracies (minor errors), which it independently detects and quickly corrects. |
| 3 points is assessed by the technique of performing practical skills, making some mistakes that can be corrected by the teacher when they are corrected. |
| The technique of performing practical skills is assessed with 2 points if the student cannot independently demonstrate the technique of practical skills or, when performing them, makes gross mistakes. |
| **performance of control exercises** | 5 points is assessed for a control exercise performed independently without errors. |
| The control exercise is estimated at 4 points, allowing some inaccuracies (insignificant errors), which it independently detects and quickly corrects. |
| The control exercise is estimated at 3 points, making some mistakes that can be corrected by the teacher when they are corrected. |
| The control exercise is rated 2 points if the student cannot demonstrate it on his own or, when performing, makes gross mistakes. |
| **Evaluation of control work** | 5 points are given if the students give the correct answer to the question of the task. The explanation of the course of its solution is detailed, consistent, competent, with theoretical justifications, with the necessary schematic representations and demonstrations of practical skills, with correct and fluent use of terminology; answers to additional questions are correct, clear. |
| 4 points are given if the students give the correct answer to the question of the task. The explanation of the course of its solution is detailed, but not logical enough, with single errors in details, some difficulties in theoretical justification, in schematic representations and demonstrations of practical actions, answers to additional questions are correct, but not clear enough. |
| 3 points are given if the students give the correct answer to the question of the task. The explanation of the course of its solution is not complete enough, inconsistent, with errors, weak theoretical justification, with significant difficulties and errors in schematic representations and demonstration of practical skills, answers to additional questions are not clear enough, with errors in details. |
| 2 points are given if the students give the correct answer to the question of the task. The explanation of the course of her solution is given incomplete, inconsistent, with gross errors, without theoretical justification, without the ability to schematic images and demonstrations of practical skills or with a large number of errors, answers to additional questions are incorrect or absent. |

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

Intermediate certification in the discipline in the form of a test is carried out on credit cards: in the first, third and fourth years in the form of a demonstration of practical skills.

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

**11-15 points.**The student demonstrates the technique of performing practical tasks without errors, demonstrating them independently, is able to clearly and logically explain his actions, fulfills the control standard - at least 4 points.

**7-10 points.**The student demonstrates the technique of performing practical tasks, making some inaccuracies (minor errors), which he independently detects and / or can correct when corrected by the teacher, fulfills the control standard - at least 3 points.

**0-6 points.**The student cannot independently demonstrate the technique of performing practical tasks or, when performing them, makes gross mistakes, fulfills the control standard - less than 3 points.

**Practical tasks (control exercises, control standards) to test the formed skills and abilities for the first year**

1. Compose and demonstrate a set of special exercises for a runner.
2. Compose and demonstrate a set of special exercises for the jumper.
3. Demonstrate walking technique.
4. Demonstrate running technique for short distances.
5. Demonstrate the technique of specially running exercises.
6. Demonstrate relay running technique.
7. Demonstrate the technique of the long jump.
8. Composeand demonstrateoutdoor switchgear complex in place.
9. Composeand demonstrateoutdoor switchgear complex in motion.
10. Compose and demonstrate a drill for attention.
11. Demonstrate forward roll technique.
12. Demonstrate back roll technique.
13. Demonstrate an acrobatic element: “bridge” (girls), “handstand” (boys).
14. Demonstrate acrobatic element:“rolling back stand on the shoulder blades” (girls), “strength, headstand with support by hands” (boys).
15. Composeand demonstrateacrobatic combination (6-8 elements).
16. Describe and demonstrate the technique of skiing (at the choice of students).
17. Demonstrate the types of movement of a basketball player.
18. Demonstrate the technique of dribbling (right, left, alternately) in basketball.
19. Demonstrate the technique of throwing the ball into the ring from a place.
20. Demonstrate the technique of throwing the ball into the ring in motion.
21. Describe the technique of the chosen method of swimming.
22. 30m run (s).
23. 60m run (s).
24. 100m run (s).
25. 3000m run (min, s) for boys / 2000m run (min, s) for girls.
26. Long jump from a place with a push with two legs (cm).
27. Pull-ups from the hang on the high bar (number of times) boys / pull-ups from the hang on the low bar 90 cm (number of times) girls.
28. Flexion and extension of the arms in emphasis lying on the floor (number of times).
29. Kettlebell snatch 16kg (number of times) young men.
30. Tilt forward from a standing position on the gymnastic bench (cm).

**Practical tasks (control exercises, control standards) to test the formed skills for the third year**

1. Compose and demonstrate a set of specifically running exercises.
2. Demonstrate the technique of movements of the legs and pelvis, arms in combination with the movements of the legs in race walking.
3. Demonstrate the technique of sprinting: low start, starting acceleration, distance running, finishing.
4. Demonstrate the technique of the long jump.
5. Demonstrate running technique for medium distances.
6. Demonstrate shuttle running technique.
7. Composeand demonstrateoutdoor switchgear complex in place with a gymnastic stick.
8. Composeand demonstrateoutdoor switchgear complex in motion with a gymnastic stick.
9. Compose and demonstrate a drill for attention.
10. Demonstrate the techniqueroll back stand on the shoulder blades, somersault back over the head, exit to half split ”(girls); “strength, headstand with support by hands, forward somersault over the head, arched jump” (young men).
11. Composeand demonstrateacrobatic combination (10-12 elements).
12. Describe and demonstrate the technique of skiing (at the choice of students).
13. Demonstrate the technique of performing the top pass in volleyball.
14. Demonstrate the technique of performing a low pass in volleyball.
15. Demonstrate the technique of performing a low straight serve in volleyball.
16. Demonstrate the technique of performing the bottom side serve in volleyball.
17. Demonstrate the technique of performing the top straight serve in volleyball.
18. 30m run (s).
19. 60m run (s).
20. 100m run (s).
21. 3000m run (min, s) for boys / 2000m run (min, s) for girls.
22. Long jump from a place with a push with two legs (cm).
23. Pull-ups from the hang on the high bar (number of times) boys / pull-ups from the hang on the low bar 90 cm (number of times) girls.
24. Flexion and extension of the arms in emphasis lying on the floor (number of times).
25. Kettlebell snatch 16kg (number of times) young men.
26. Tilt forward from a standing position on the gymnastic bench (cm).

**Practical tasks (control exercises, control standards) to test the formed skills for the fourth year**

1. Describe and demonstrate the technique of skiing (at the choice of the student).
2. Compose and demonstrate a set of specially running exercises for c / and football.
3. Compose and demonstrate a set of special exercises for a runner.
4. Compose and demonstrate a set of special exercises for the jumper.
5. Demonstrate the technique of movement in the sports game of football.
6. Demonstrate the technique of passing the ball with the inside of the foot andstopping a rolling ball with the sole in the sport game of football.
7. Demonstrate the technique of passing the ball with the outside of the footin the sport game football.
8. Demonstrate the technique of passing the ball with the solein the sport game football.
9. Demonstrate mid-lift techniquein the sport game football.
10. Demonstrate kicking techniquein the sport game football.
11. Demonstrate the technique of striking with the outside of the instepin the sport game football.
12. Demonstrate long-range strike techniquein the sport game football.
13. Demonstrate free kick techniquein the sport game football.
14. Demonstrate corner kick techniquein the sport game football.
15. Demonstrate the technique of movements of the legs and pelvis, arms in combination with the movements of the legs in race walking.
16. Demonstrate the technique of sprinting: low start, starting acceleration, distance running, finishing.
17. Demonstrate the technique of the long jump.
18. Demonstrate running technique for medium distances.
19. Demonstrate shuttle running technique.
20. Demonstrate how to tie knots (3-4 knots at the student's choice).
21. Setting up a tent.
22. 30m run (s).
23. 60m run (s).
24. 100m run (s).
25. 3000m run (min, s) for boys / 2000m run (min, s) for girls.
26. Long jump from a place with a push with two legs (cm).
27. Pull-ups from the hang on the high bar (number of times) boys / pull-ups from the hang on the low bar 90 cm (number of times) girls.
28. Flexion and extension of the arms in emphasis lying on the floor (number of times).
29. Kettlebell snatch 16kg (number of times) young men.
30. Tilt forward from a standing position on the gymnastic bench (cm).

**Test ticket sample**

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) general medicine

discipline general physical training

**RECOGNITION TICKET No. 1**

**I.** Make a set of special exercises for a runner

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, start pads, relay poles, table tennis table, volleyball net, football goals, skipping ropes, soccer balls, volleyball balls, table tennis balls, tents, camping equipment , weights for arms and legs, shirt-fronts, table tennis rackets, sets of skis, medical balls, stopwatches.

**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-7Able to maintain the proper level of physical fitness to ensure full-fledged 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 | Knowsocial role of physical culture in personality development; scientific and practical foundations of physical culture and a healthy lifestyle | practical tasks for the first year No. 1-30  practical tasks for the third year No. 1-26  practical assignments for the fourth year No. 1-30 |
| Be able todevelop an individual motor mode, control and regulate the functional state of the body when performing physical exercises in basic sports | practical tasks for the first year No. 1-30  practical tasks for the third year No. 1-26  practical assignments for the fourth year No. 1-30 |
| Master technical and tactical actions in basic sports | practical tasks for the first year No. 1-30  practical tasks for the third year No. 1-26  practical assignments for the fourth year No. 1-30 |
| Ind.UK7.2. The ability to master the algorithm for restoring social and professional activity using the methods of physical culture | Know ways of monitoring and evaluating physical development and physical fitness; rules and methods of planning individual lessons of various target orientation; basic rules, special terminology in basic sports | practical tasks for the first year No. 1-30  practical tasks for the third year No. 1-26  practical assignments for the fourth year No. 1-30 |
| Be able to compose and perform individually selected complexes of health-improving physical culture; demonstrate technical and tactical actions in basic sports | practical tasks for the first year No. 1-30  practical tasks for the third year No. 1-26  practical assignments for the fourth year No. 1-30 |
| Own the means and methods of strengthening individual health, physical self-improvement; experience of physical self-improvement and self-education for the implementation of the future professional activity of a general practitioner through basic sports | practical tasks for the first year No. 1-30  practical tasks for the third year No. 1-26  practical assignments for the fourth year No. 1-30 |

**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 087.03-2020 "The procedure for mastering disciplines (modules) in physical culture and sports" p.11.