

**Federal State Budgetary Educational institution of higher education
"North Ossetian State Medical Academy"
Ministry of Health of the Russian Federation**

**CHAIR OF GENERAL HYGIENE AND
PHYSICAL CULTURE**

DEXTERITY. DEVELOPMENT AND CONTROL METHODS

Methodological recommendations
on the organization of independent work and study of the
disciplines in "Physical culture and sports" and "Elective course
in physical culture and sports" of the main professional educational
program of higher education – the specialty program in the
specialty 31.05.03 Dentistry (partially implemented in English)

UDC 796.015

Asitashvili S.G.

"Agility. Methods of development and control", guidelines for students;
North Ossetian State Medical Academy: Vladikavkaz, 2016 - 17 p.

Agility occupies one of the central places among motor abilities. The development of dexterity is associated with an increase in the ability to fulfill complex movements in coordination, to quickly switch from one motor act to another. These guidelines provide methods and means of developing coordination abilities.

Methodical recommendations can be used in theoretical and practical work with students with different levels of physical fitness for the development of coordination abilities. Compiled in accordance with the curriculum. The materials presented in the recommendations meet the requirements of the educational standard for students of medical universities.

UDC 796.015

Reviewers:

Tsogoev A.S. - Doctor of Medical Sciences, Professor of the Department of Internal Medicine No.5 FSBEI HE NOSMA MOH of Russia

Tuaeva I.Sh. - Candidate of Medical Sciences, Associate Professor of the Department of Medical and Preventive Faculty of Epidemiology FSBEI HE NOSMA MOH of Russia

*Approved and recommended for publication by the Central Coordination
the educational and methodological council of the
FSBEI HE NOSMA MOH of Russia (Protocol No.1 of September 2, 2016)*

PURPOSE OF THE LESSON: teaching students the methods of developing dexterity, development of coordination abilities and their assessment

A STUDENT SHOULD KNOW:

1. Characteristics of dexterity and its types.
2. Agility development tools.
3. Methods of training dexterity.

A STUDENT SHOULD BE ABLE TO:

Apply means and methods of physical education for the development of coordination abilities.

QUESTIONS TO BE SURRENDED:

1. The concept of dexterity, its types.
2. General characteristics of coordination abilities.
3. The tasks of developing coordination abilities.
4. Means for the development of coordination abilities.
5. Methods for the development of coordination abilities.
6. Methodological approaches to improving coordination abilities.
7. Formation of mental qualities and personality traits in the process physical education

RECOMMENDED LITERATURE:

1. Theory and methodology of physical culture: Textbook / Under. Ed. Prof. Yu.F. Kuramshina. - 3rd ed., Stereotype. - M.: Soviet sport, 2007.
2. Workshop on the theory and methodology of physical education and sports. Textbook for students of higher educational institutions of physical culture. Zh.K. Kholodov, N.A. Kuznetsov. 2006.
3. Kuramshin Yu.F. Theory and methodology of physical culture. Textbook.: Soviet sport, 2003.
4. Matveev L.P. Theory and methodology of physical culture. Introduction to the subject: Textbook for higher special physical education institutions. 3rd ed. SPb.: Publishing house "Lan", 2003.
5. Kholodov Zh. K. Theory and methodology of physical education and sports 2nd ed., Revised and additional / Zh.K. Kholodov, N.A. Kuznetsov, M: ACADEMA, 2003.
6. Lukyanenko V.P. Physical culture: basics of knowledge: textbook. M.: Soviet sport. 2003.

1. The concept of dexterity, its types

Agility occupies a special position among physical abilities. It has a wide variety of connections with other physical qualities, is closely related to motor skills and therefore has the most complex character. To be dexterous in movements, to be able to quickly and correctly solve motor tasks, one must be strong, fast, enduring, have good mobility in the joints, and have high volitional qualities. The more complex the movements or actions, the faster you need to show dexterity, the more perfect it should be.

The main parameters for measuring agility are coordination complexity of movements or motor actions and movement accuracy.

Physiological characteristics of agility

Dexterity, to a greater extent than other qualities, is based on the corresponding development of the motor analyzer, i.e., a highly developed muscular feeling and a wealth of temporary connections in the motor area of the cerebral cortex. In other words, the level, or degree, of a person's agility depends on the amount of motor skills. The larger this volume, the higher the level of dexterity.

Agility depends on the activity of the motor analyzers, as well as on the plasticity of the central nervous system. The information received by the human brain from the senses and analyzers forms the person's perception of the world around him and himself.

Human analyzer is a subsystem of the central nervous system that provides reception and primary analysis of information. The peripheral part of the analyzer is the receptor, the central part of the analyzer is the brain.

Analyzers, in biology, are complex systems of sensitive nerve formations that perceive and analyze stimuli acting on a person. Provide the body's adaptive reactions to changes in the external and internal environment. Analyzers are complexly organized structures that supply the brain with accurate and sufficiently detailed information about many biologically significant events, both outside the body and inside it.

Motor and vestibular analyzers are important for ensuring human motor activity.

The motor analyzer is a neurophysiological system, due to the work of which the analysis and synthesis of signals coming from the organs of movement is carried out. Includes: the peripheral section, consisting of proprioceptors, specific conductive nerve fibers that carry impulses to the brain, subcortical structures and the cortical section. Takes part in maintaining a constant tone of body muscles and coordination of movements.

The vestibular analyzer is an organ that senses changes in the position of the head and body in space and the direction of movement of the body in humans. Its final development is completed by 10 - 12. From a physiological point of view, this apparatus is part of a complex mechanism that allows us to navigate in any three-dimensional, even in unsupported space, and also to maintain the balance of the body.

Do you need all this theoretical knowledge? Perhaps for some it will be unclaimed information. But for those who are seriously concerned about the development of such an important motor quality as dexterity, this knowledge will not be superfluous.

Agility is a complex quality characterized by good coordination and high precision of movement.

Agility is the ability to quickly master complex movements, quickly and accurately reorganize motor activity in accordance with the requirements of a changing environment. Agility, to a certain extent, is an innate quality, but in the process of training it can be improved to a large extent.

Agility criteria are:

- coordination complexity of a motor task;
- accuracy of performance (temporal, spatial, power) of the task;
- the time required to master the proper level of accuracy, or

the minimum time from the moment the situation changes to the start of the response movement.

Distinguish between general and special dexterity. There is not a sufficiently pronounced connection between different types of dexterity. At the same time, dexterity has the most diverse connections with other physical qualities, is closely related to motor skills, contributing to their development, they, in turn, improve dexterity. The level of muscle sensitivity achieved in young years lasts longer than the ability to learn new movements. Among the factors that determine the development of the manifestation of dexterity, coordination abilities are of great importance.

Agility is a very specific quality. You can have good agility in games and not enough in artistic gymnastics. Therefore, it is advisable to consider it in connection with the characteristics of a particular sport. Agility is of particular importance in those sports that are characterized by complex techniques and constantly changing conditions (sports games).

2. General characteristics of coordination abilities

Coordination abilities are a set of motor abilities that determine the speed of mastering new movements, as well as the ability to adequately restructure motor activity in unexpected situations.

The main components of coordination abilities are the ability to orientate in space, balance, response, differentiation of movement parameters, the ability to rhythm, reorganization of motor actions, vestibular stability, voluntary muscle relaxation.

They can be divided into three groups.

First group. The ability to accurately measure and regulate the spatial, temporal and dynamic parameters of movements.

Second group. Ability to maintain static (posture) and dynamic balance.

Third group. Ability to perform motor actions without excessive muscle tension (stiffness).

Coordination abilities, referred to the first group, depend, in particular, on the "sense of space", "sense of time" and "muscle sense", i.e. feelings of effort. Coordination abilities related to the second group depend on the ability to maintain a stable body position, i.e. balance, which consists in the stability of the posture in static positions and its balancing during movements. Coordination abilities related to the third group can be divided into the management of tonic tension and coordination tension. The first is characterized by excessive muscle tension that maintains the posture. The second is expressed in stiffness, stiffness of movements associated with excessive activity of muscle contractions, excessive activation of various muscle groups, in particular antagonist muscles, incomplete exit of muscles from the contraction phase to the relaxation phase, which prevents the formation of a perfect technique.

The manifestation of coordination abilities depends on a number of factors, namely:

- 1) a person's ability to accurately analyze movements;
- 2) the activity of the analyzers and especially the motor activity;
- 3) the complexity of the motor task;
- 4) the level of development of other physical abilities (speed ability, dynamic strength, flexibility, etc.);
- 5) courage and determination;
- 6) age;
- 7) the general readiness of those involved (i.e. a stock of various motor skills and abilities), etc.

The most common and generally accepted criteria for the manifestation of coordination abilities are:

1. Time to master a new movement or some combination. What is it the shorter, the higher the coordination ability.
2. The time required to "rebuild" your motor activities in accordance with the changed situation.
3. Biomechanical complexity of the performed motor actions or their complexes (combinations).
4. Accuracy of motor actions fulfillment according to the main technical characteristics (dynamic, temporary,

spatial).

5. Maintaining stability in case of disturbed balance.

6. Efficiency of motor activity associated with skill
relax as you move.

Different manifestations of coordination abilities have a peculiar age-related dynamics of biological development. However, the highest rates of natural growth occur in prepubertal age. In adolescence, coordination capabilities deteriorate significantly. In adolescence, they improve again, and later they first stabilize, and from 40-50 they begin to deteriorate.

In the level of development of coordination abilities, in contrast to strength, speed and endurance, gifted children are practically not inferior to adults.

The age period from 6–7 to 10–12 years is the most favorable (sensitive) for the development of coordination abilities with the help of specially organized motor activity.

3. Tasks of developing coordination abilities

When developing coordination abilities, two groups of problems are solved:

The first group of tasks provides for the diversified development of coordination abilities. These tasks are mainly solved in preschool and basic physical education of students. The general level of coordination abilities development achieved here creates broad preconditions for further improvement in motor activity.

The tasks of the second group provide a special development of coordination abilities and are solved in the process of sports training and professionally-applied physical training. In the first case, the requirements for them are determined by the specifics of the chosen sport, in the second - by the chosen profession.

4. Means

The practice of physical education and sports has a huge arsenal of tools for influencing coordination abilities.

The main means of improving coordination abilities are physical exercises of increased coordination complexity and containing elements of novelty. The complexity of physical exercises can be increased by changing the spatial, temporal and dynamic parameters, as well as by external conditions, by changing the order of the shells, their weight, height; changing the area of support or increasing its mobility in balance exercises, etc.; combining motor skills; combining walking with jumping, running and catching objects; performing exercises on a signal or in a limited time.

The widest and most accessible group of means for improving coordination abilities is made up of general preparatory gymnastic exercises of a dynamic nature, simultaneously covering the main muscle groups. These are exercises without objects and with objects (balls, gymnastic sticks, skipping ropes, clubs,

etc.), relatively simple and quite complex, performed in changed conditions, with different positions of the body or its parts, in different directions: elements of acrobatics (somersaults, various rolls, etc.), exercises in balance.

The development of coordination abilities is greatly influenced by the development of the correct technique of natural movements: running, various jumps (in length, height and depth, vault jumps), throwing, climbing.

To improve the ability to quickly and expediently restructure motor activity in connection with a suddenly changing situation, mobile and sports games, martial arts (boxing, wrestling, fencing), cross-country running, skiing on rough terrain, alpine skiing are highly effective means.

A special group of means are exercises with a predominant focus on individual psychophysiological functions that provide control and regulation of motor actions. These are exercises to develop a sense of space, time, and the degree of muscle effort developed.

Special exercises to improve the coordination of movements are developed taking into account the specifics of the chosen sport, profession. These are coordinatively similar exercises with technical and tactical actions in a given sport or labor actions.

5. Methods

For the development of coordination abilities, methods are used that are usually used in the formation and improvement of motor skills: *holistic exercise, segmented exercise, standard exercise, variable (variable) exercise, game and competitive*.

The most effective methods of coordinating abilities formation are those that provide variability of conditions of fulfillment and characteristics of motor action. They can be presented in two main versions: *methods of strictly regulated and not strictly regulated variation*.

Methods of strictly regulated variation contain 3 groups of methodological techniques:

1st group - techniques of strictly specified variation of individual characteristics or the entire form of a habitual motor action:

a) *change of direction of movement* (running or dribbling with a change in direction of movement, skiing exercise "slalom", jumping "from bump to bump", etc.);

b) *change in power components* (alternation of throwing when using projectiles of different masses at a distance and at a target; long or high jumps from a place in full force, half strength, one third of the force, etc.);

c) *changing the speed or pace of movements* (performing general developmental exercises at a normal, accelerated and slow pace; long or high jumps with a running start at an increased speed; throws into the basket at an unusual pace - accelerated or slowed down, etc.);

d) *change in the rhythm of movements* (takeoff in long or high jumps, throwing steps in throwing a small ball, in basketball or handball, etc.);

e) *changing the starting positions* (performing general developmental and special preparatory exercises in a standing position, lying down, sitting, squatting, etc. ; running face forward, back, sideways in the direction of movement, from a squat, from a lying position, etc. ; jumping in length or depth from a position, standing with your back or sideways in the direction of the jump, etc.);

f) *varying the end positions* (throwing the ball up from the ip while standing, catching - sitting; throwing the ball up from the ip while sitting, catching - standing; throwing the ball up from the ip while lying down, catching - sitting or standing and etc.);

g) *changing the spatial boundaries in which the exercise is performed* (playing exercises on a reduced platform, throwing a disc, pushing the shot from a reduced circle; performing exercises in balance on a reduced support, etc.);

h) *changing the method of performing the action* (high and long jumps when using different versions of the jumping technique; improving the throw technique; improving the technique of throwing or passing the ball with a purposeful change in the method of performing a technique, etc.).

2nd group - techniques for performing habitual motor actions in unusual combinations:

a) *complication of the usual action with additional movements* (catching the ball with a preliminary clap of hands, turning in a circle, jumping with a turn, etc.; vault jumps with additional turns before landing, with clapping hands at the top, with a circle of hands forward, etc. ; jumps on both legs with simultaneous hand movements, etc.);

b) *combination of motor actions* (combining individual mastered general developmental exercises without objects or with objects into a new combination, performed on the move; combining well-mastered acrobatic or gymnastic elements into a new combination; incorporating a newly learned single combat or game technique into the already learned technical or technical tactical actions, etc.);

c) *mirrored performance of exercises* (changing the jogging and swinging legs in high and long jumps from a run; throwing shells with the "not leading" hand; performing throwing steps in basketball, handball starting from the other leg; passing, throwing and dribbling the ball "not leading »By hand, etc.).

3rd group - methods of introducing external conditions that strictly regulate the direction and limits of variation:

a) *the use of various signal stimuli that require an urgent change in actions* (change in the speed or pace of exercise performance by a sound or visual signal, an instant transition from attacking actions to defensive actions by a sound signal and vice versa, etc.);

b) *complication of movements with the help of tasks such as juggling* (catching and passing two balls with and without bouncing off the wall; juggling with two balls of the same and different mass with two and one hands, etc.);

c) *fulfillment of mastered motor actions after irritation of the vestibular apparatus* (exercises in balance immediately after somersaults, rotation, etc.; throws into the ring or dribbling after acrobatic somersaults or rotation, etc.);

d) *improving the technique of motor actions after an appropriate (dosed) physical load or against the background of fatigue* (improving the technique of skiing, ice-skating against the background of fatigue; performing a series of free throws in basketball after each series of intense game tasks, etc.);

e) *performing exercises in conditions that limit or exclude visual control* (dribbling, passing and throwing the ball into the ring in conditions of poor visibility or wearing special glasses; general developmental exercises and exercises in balance with closed eyes; long jump from a place to a given distance and throwing for accuracy with closed eyes, etc.);

f) *introduction of a predetermined countermeasure of a partner in martial arts and sports games* (with practicing a feint only to pass to the right or to a throw - pass to the shield to the right or left of the guardian; pre-agreed individual, group or team attacking and defensive tactical actions in sports games; previously accepted and agreed tactics in single combat, etc.).

Methods of not strictly regulated variation contain the following approximate techniques:

a) *variation associated with the use of unusual conditions of the natural environment* (running, skiing, cycling, etc. over rough and unfamiliar terrain; running on snow, ice, grass, in the forest, etc.; periodic performance of technical, technical tactical actions and playing volleyball, basketball, handball, football in unusual conditions, for example, on a sandy site or in a forest; performing exercises, for example, jumping, on an unusual supporting surface, etc.);

b) *variation associated with the use of unusual shells, inventory, equipment in training* (techniques for playing with different balls; high jumps over a bar, rope, elastic band, fence, etc.; gymnastic exercises on unfamiliar apparatus, etc.);

c) *implementation of individual, group and team attacking and defensive tactical motor actions in conditions of not strictly regulated interactions of opponents or partners*. This is the so-called free tactical variation (working out techniques and tactical interactions, combinations that arise in the process of independent and educational-training games: performing various tactical interactions with different rivals and partners, etc.);

d) *play variation associated with the use of play and competitive methods*. It can be called a competition in motor creativity (rivalry in the originality of the construction of new movements and ligaments among acrobats, gymnasts, divers and on a trampoline, etc.; "speed play" - fartlek; game rivalry in the art of creating new options for individual, group and team tactical actions in sports games: exercises on gymnastic apparatus in the order of agreed rivalry with partners, etc.).

When using the methods of variable (variable) exercise, it is necessary to use a small number (8–12) repetitions of a variety of physical exercises that impose similar requirements for the method of motion control; repeat these exercises many times, as often and purposefully as possible, changing their individual

characteristics and motor actions as a whole, as well as the conditions for the implementation of these actions when performing them.

Methods of strictly regulated variation are recommended to be used to a greater extent in the formation of coordinating abilities in primary and secondary school age, not strictly regulated in older ones.

6. Methodological approaches to improvement coordination skills

The complexity of coordination abilities makes it almost impossible to describe a specific methodology for its development. However, certain theoretical and methodological recommendations in various combinations are used in the practice of physical education. Let's note some of the methodological directions.

1. One of the most important ways of coordinating abilities development is systematic, starting from the earliest childhood years, teaching new motor skills and abilities.

This leads to an increase in the number of temporary connections in the cerebral cortex and thereby expands the functional capabilities of the motor analyzer. Having a large motor experience (a reserve of motor skills), a person can more easily and quickly cope with an unexpectedly arisen motor task.

Termination of learning new movements will inevitably reduce the ability to master them and thereby inhibit the development of coordination abilities.

2. For the development of coordination abilities, any physical exercise can be used, but preferably with the presence of elements of complexity and novelty in them. Moreover, even if a very difficult exercise becomes habitual, i.e. is performed at the skill level, then its effect on the development of coordination abilities decreases markedly. To eliminate this, it is advisable to make certain changes in spatial, temporal or dynamic characteristics in the exercise in order to prevent the appearance of a stereotype. The same purpose is served by such methodological techniques as designing unusual ligaments and combinations, changing external conditions, using non-standard equipment and inventory, connecting various confusing factors, etc. All these innovations will contribute to the formation of not rigid, but variable motor skills and abilities.

3. A positive result for the improvement of coordination abilities brings the use of the effect of negative "transfer" of motor skills. At the same time, a person has to overcome the usual structure of movements, which trains his ability to differentiate subtle muscular efforts and other rhythms of performance.

4. When developing the ability to maintain balance (static or dynamic), two methodological approaches are used.

The first is the possibly frequent use of balance exercises under conditions that make it difficult to maintain it. In this regard, tasks with a deliberate loss of balance, followed by its restoration, are useful.

The second approach is associated with improving the vestibular analyzer. The vestibular apparatus is improved with the help of various simulators such as centrifuges, swings, Rhine wheels, etc. Their use increases rectilinear or angular acceleration, after which it is necessary to maintain one or another body position.

While developing a sense of balance, it is important to constantly create psychological difficulties. A gymnast, for example, does a balance beam exercise not at a standard height, but at a higher height.

The same goal is served by the creation of biomechanical difficulties (reduction of the support area, artificial interference, for example, a strong side wind, turning off the visual analyzer when moving, etc.).

5. Improving the spatial and dynamic accuracy of movements is carried out in two methodological directions.

The first is connected with the improvement of the ability to accurately assess the spatial conditions of motor actions. For example, accurately determine the distance to a football goal or partner, the distance to an opponent in boxing, etc. The development of this ability is facilitated by the conscious formation of an attitude towards memorization and the difference of certain distances, constant corrections in the form of urgent information, etc.

The second direction lies in the direct execution of tasks for accuracy (precisely strike in the box, send the ball to the specified gate sector, pass the puck to a partner).

In this case, different techniques are used, such as, for example, the development of a sense of effort, first with "contrasting tasks", then with "converging tasks". For example, passing the ball at 25 and 45 m (this is contrast) and the same for 25 and 30 m (convergence). Methods of urgent information, temporary blackout and some other techniques help to differentiate muscle efforts.

6. The next methodological approach is associated with overcoming irrational muscle tension. The fact is that excessive muscle tension (incomplete relaxation at the right moments of the exercise) causes a certain discoordination of movements, which leads to a decrease in the manifestation of strength and speed, distortion of technique and premature fatigue.

Muscle tension comes in two typical forms:

1. *Tonic tension* (increased muscle tone at rest). This type of tension often occurs with significant muscle fatigue and can be quite persistent.

To remove it, it is advisable to use a number of techniques:

- a) stretching exercises, mainly of a dynamic nature;
- b) a system of various swinging movements of the limbs in a relaxed state;
- c) swimming or frequent stay in warm water, reflexively reducing muscle tone;

d) massage, sauna, thermal procedures.

2. *Coordination tension* (incomplete relaxation of muscles during work or their slow transition to the relaxation phase). To overcome it, the following techniques can be used:

a) in the process of physical education, it is necessary for the students to form and systematically actualize a conscious mindset for relaxation at the right moments. In fact, relaxing moments are recommended to be included in the structure of all studied movements and this should be specially taught, which will largely prevent the appearance of unnecessary tension;

b) use special relaxation exercises in the classroom in order to form a clear idea and feeling of tense and relaxed states of muscle groups in the trainees. This is facilitated by exercises such as the combination of relaxation of some muscle groups with the tension of others; controlled transition of the muscle group from tension to relaxation; performing movements with a mindset to feel complete relaxation, etc.

At the same time, the idea is one - to teach the ability to relax and consciously manage this process. In general, the development of the ability to regulate extreme stress with deep relaxation is carried out in the process of many years of training. It is only important that this does not disappear from the field of attention of the teacher and the student himself.

3. Peculiarities of dosing load in the process of development of coordination abilities are as follows.

a) It is necessary to strictly adhere to the principle of systematicity. You must not allow unnecessary breaks between classes, because this leads to the loss of muscle sensations and their subtle differentiations during tension and relaxation.

b) Exercises for the development of coordination abilities should be used as often as possible, because at the same time, the stock of motor skills and abilities expands and at the same time the very ability to quickly master them improves. However, it is impossible to bring the body to noticeable fatigue. With fatigue, both physical and mental, the clarity of muscle sensations is greatly reduced. In this state, coordination abilities are poorly improved.

However, this general rule has an exception. It turns out that fatigue in some cases can improve coordination of movements. So, with fatigue, there arises an objective need to perform movements more economically, thereby involuntarily eliminating excessive muscle tension, which leads to the improvement of coordination endurance.

In general, when training "for coordination", it is recommended to proceed from the following provisions:

a) it is necessary to practice in good psychophysical condition;

b) the loads should not cause significant fatigue;

c) in the structure of a separate lesson, tasks related to the improvement of coordination abilities, it is advisable to plan at the beginning of the main part;

d) the intervals between repetitions of individual portions of the load should be sufficient for the relative recovery of performance. While improving coordination abilities, it is important to observe all methodological principles without exception, which together determine the main aspects of their improvement.

7. Formation of mental qualities and properties

personality in the process of physical education

The process of regular purposeful physical education and sports involves the education of not only certain skills and abilities, physical qualities, but also mental qualities, traits and personality traits. Any quality can be brought up only through activity and in the process of activity. It is impossible to make a person brave, courageous and decisive without putting him in conditions that require the manifestation of these qualities.

In the process of physical education, the formation of the mental properties of a person takes place by modeling life situations that can be “played” through sports and game moments. Constant overcoming of difficulties associated with regular physical exercises fosters will, self-confidence, perseverance, dedication, courage, the ability to feel comfortable in a team, independence.

Thus, the impact of physical training is much more multifaceted than just an increase in the level of individual physical qualities, since in the process of it, unobtrusively, naturally there is an upbringing and self-upbringing of a number of mental qualities necessary for a person in life.

CONTROL AND TRAINING TESTS:

1) Agility is a person's ability to:

- a) master new movements in a minimal period of time;
- b) gradually master new movements with high coordination complexity;
- c) quickly master the technique of cyclic movements;
- d) quickly master new movements with high coordination complexity

2) Agility is:

- a) the ability to quickly navigate in changing situations;
- b) the ability to quickly master a new motor action;
- c) difficult coordination ability, which involves a short time to master a new motor action and rebuild coordination of movements, changing their characteristics

3) Physiological and psychophysical bases of agility (specify 3 correct answers):

- a) adequate perception of time parameters;
- b) stock of motor skills;
- c) the total number of movements performed;
- d) speed and accuracy of motor reactions;

- e) stock of conditioned and unconditioned reflexes;
- f) full perception of their own movements and the environment setting

4) Types of dexterity (enter 3 correct answers):

- a) bodily;
- b) conditional;
- c) a combination of bodily and objective;
- d) a combination of physical and conditional;
- e) subject;
- f) relative

5) What is taken into account when assessing dexterity (indicate 3 correct answer):

- a) intellectual complexity of a motor task;
- b) coordination complexity of the motor task;
- c) recovery time after performing a motor task;
- d) the accuracy of the movement;
- e) movement time

6) Coordination skills should be understood as follows:

- a) the ability to perform movements without excessive muscle tension;
- b) the ability to master the technique of various motor actions during minimal control of consciousness;
- c) the ability to quickly master new movements and quickly rebuild their activities depending on the situation;
- d) the ability to resist physical fatigue in species activities related to the implementation of precise movements

7) Methods for measuring coordination abilities are

(enter 3 correct answers):

- a) chronometry;
- b) vestibulometry;
- c) chronology;
- d) encephalography;
- e) electromyography

8) The types of coordination abilities include:

- a) speed strength;
- b) voluntary muscle relaxation;
- c) active flexibility;
- d) passive flexibility

9) The most favorable (sensitive) period for development motor-coordination abilities are considered age:

- 1) 6-7 years old;
- 2) 7-9 years old;
- 3) 11-12 years old;
- 4) 13-15 years old

10) Agility develops classes:

- 1) volleyball;
- 2) weightlifting;
- 3) running.