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"North Ossetian State Medical Academy"
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**DEPARTMENT OF GENERAL HYGIENE
AND PHYSICAL CULTURE**

**TEACHING AND CONDUCTING METHODS GENERAL
EXERCISES WITHOUT OBJECTS
IN PHYSICAL EDUCATION CLASSES
(Part 1)**

Educational-methodical manual
on the organization of independent work and study of the
disciplines "Physical culture and sports" and "Elective course in
physical culture and sports" of the main professional educational
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This work provides an answer to the question: how to activate students' attention to physical culture lessons through general developmental exercises. The material illuminates the theoretical and methodological foundations of the use of general developmental exercises: the basics of terminology, methods of teaching and conducting, organizational and methodological methods of stimulating the interest of students when performing sets of exercises, their classification is proposed, sets of exercises are contained. Recommendations for the compilation and recording of general developmental exercises are given. Manual is a meaningful practical guide on the organization and methodology of conducting training sessions.

Educational–methodical allowance can be useful for students of all specialties and physical education teachers of higher educational institutions.

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Introduction

At the present time, when a sedentary lifestyle has become the most habitual for a person, the need to go in for sports and physical education has greatly increased. Physical culture is a complex phenomenon that is a combination of knowledge and values necessary for the intellectual and physical development of a person, allowing him to lead a healthy lifestyle. An important component of physical culture, as a process of physical development and training, is a complex of general developmental exercises (ORU).

OSU is necessary for physical education classes in all educational institutions. And the older the students are, the more interesting, difficult and original movements they can be taught.

ORU can be done in all parts of the session. They will differ in purpose and intensity. So, for example, in the preparatory part, they must solve problems of a general strengthening nature, covering all the main muscle groups, the tasks of preparing the body for the main part of the lesson, the tasks of educating the correct posture and mastering the school of movements.

The implementation of ORU in the preparatory part should ensure optimal excitation of the cerebral cortex, a smoother flow of nerve impulses coming from the motor zone of the cerebral hemispheres, and a general activation of the activity of internal organs occurs. All this ensures the readiness of the body for increased physical activity.

In the main part of the ORU classes, they are aimed at developing physical qualities (strength, flexibility) or individual muscle groups (abdominal muscles, back), or a series of exercises is selected that have a complex effect on the body.

In the final part, ORU classes are carried out with the aim of active rest and switching the students to a more relaxed type of activity. They can be aimed at stretching, increasing joint mobility, coordination, relaxation, breathing.

The greatest difficulties for students are caused by the compilation of the ORU complex in the required sequence and the competent writing of the synopsis. With the direct implementation of the complex as a "teacher" – this is the ability to organize and manage a group; correct display of movement, being facing the practitioners (the so-called "mirror" display); the terminology used to explain the exercises; the design of the exercises themselves and the regulation of the load during their implementation.

Let us dwell on the solution of this problem in more detail.

Definition and meaning of outdoor switchgear

General developmental exercises are called movements of individual parts of the body and their combinations, performed with different amplitudes and speeds, with maximum and moderate muscle tension.

It is difficult to overestimate the importance of general developmental exercises for solving problems of physical education. Competent organization of training, selection of original exercises; the use of gymnastic terminology can significantly increase the interest of students in physical education.

The main tasks solved using the switchgear

1. Formation of correct posture.
2. Strengthening the cardiovascular system.
3. Strengthening the respiratory system.
4. Strengthening the musculoskeletal system.
5. Development of motor qualities.

The purpose of general developmental exercises is general physical development and preparation of those who go in for mastering more complex motor actions.

The number of general developmental exercises is huge. Their motor structure is diverse. Any of the exercises is multifunctional and has the capabilities of selective and regulated impact on the functions of various organs and systems of the body, motor and mental abilities, etc. They can be performed in different directions, with different amplitude, speed, degree of muscle tension and relaxation, sharply and smoothly, with various coordination of movements by body links, short-term and long-term, etc.

ORU make up the main content of corrective, hygienic, industrial, basic, athletic and sports-applied gymnastics classes. General developmental exercises in their structure should be simple and accessible to all categories of students. It should be borne in mind that maximum efforts can only be made when performing well-learned exercises, therefore, before moving on to exercises with weights, it is advisable to consolidate a motor skill.

The value of ORU is also explained by the fact that they are easy to dose, allow targeted and selective action on certain muscle groups.

General developmental exercises – exercises that develop a person's motor apparatus, his muscular corset and body flexibility, as well as generally contribute to strengthening and improving the body. The essence of the exercises is the purposeful fulfillment of motor actions, with the use of the trunk, arms, legs, as well as other various parts of the body. There are many complexes of such exercises, differing in the complexity of the performance, in the number of required repetitions, as well as in the involvement of certain muscle groups and joints, which makes it possible to use these exercises for people with various diseases and disorders of the body's functioning. As a rule, these exercises are relatively simple, which is why they can be used by people without much physical training, including the elderly and children.

In physical education classes, general developmental exercises are performed in series and in the form of specially designed complexes. During the ORU, elements of gymnastics, athletics, and sports games are used.

With the help of complexes, various tasks of physical education are solved. In hygienic gymnastics classes, they are used for recreational purposes. In industrial gymnastics classes, the complexes serve as a means of active recreation. In physical education classes, the functional systems of the trainees are prepared for the upcoming physical activity and the assimilation of more complex exercises. General developmental exercises are an integral part of all physical exercises and are classified accordingly.

When selecting exercises and compiling ORU complexes, it should be borne in mind that each exercise is universal in nature and should be used taking into account the tasks set in the lesson. Along with the multifaceted effect on the body, those

involved in ORU should be selected taking into account their local influence on the development of certain muscle groups or certain physical qualities. When compiling an ORU complex, it is necessary to take into account an increase in load due to an increase in the amplitude and speed of movements, the number of repetitions.

ClassificationOSU

Outdoor switchgear can be divided (classified) into several groups according to different criteria:

- 1. On the basis of belonging to a particular system.**Historically, ORUs were created, developed and accumulated within the framework of various gymnastic systems. These are the European gymnastic systems: German, Swedish, apparatus gymnastics by Spies, breathing exercises by Müller, athletic gymnastics by Sandov, Sokolskaya gymnastics, etc. In recent years, ORUs have been significantly enriched with elements of oriental practices: Chinese gymnastics, yoga, etc.
- 2. On the anatomical basis of selection, depending on the work of those or other muscle groups:**
 - exercises for the arms and shoulder girdle;
 - exercises for the muscles of the neck;
 - exercises for the legs and pelvic girdle;
 - exercises for the trunk;
 - exercises for the whole body.
- 3. The form of the ORU is determined by the basic movements in the joints: flexion, extension, adduction, circular movements, turns.**
- 4. Physiologically (the nature of the exercise largely depends on the degree of muscle tension and relaxation):**
 - power and speed–power;
 - for stretching;
 - for relaxation.
- 5. Based on the predominant effect on the body:**
 - on the cardiovascular and respiratory systems;
 - on the musculoskeletal system;
 - to activate metabolic processes;
 - on the nervous system (development of the properties of the psyche – attention, intelligence, orientation in space, in time, etc.).
- 6. On the basis of the development of certain motor abilities and physical qualities:**
 - for strength;
 - for speed–power qualities;

- for flexibility;
- on the speed of movement;
- endurance;
- coordination of movements.

7. Classification based on the use of objects and projectiles.

OSG can be performed:

- no items;
- with objects (gymnastic stick, dumbbells, stuffed and rubber balls, skipping ropes);
- on shells and with shells (gymnastic wall, crossbar, parallel bars, bench, chair, etc.),
- using simulators.

8. On the basis of group organization: performed individually, together, three.

9. On the basis of the spatial distribution of those involved:

- with free formation in links, in a circle;
- when lining up in columns or ranks (transferring items to each other);
- in groups with gymnastic hoops, ropes;
- in the clutch;
- in move.

10. On the basis of the starting positions from which the exercises are performed: from racks, squats, stops, sitting, lying.

11. By the method of conducting:

- game method (relay races, obstacle courses, plot-like, etc.);
- flow method (on site, with promotion);
- serial-flow method;
- by the method of circular training, etc.

The method of conducting largely determines the selection of outdoor switchgear.

12. By application.

Basic terms of outdoor switchgear

The main ones, most often encountered during classes, are the following positions: stands, squats, lunges, bends, sit-ups, stops, lying positions.

one.Racks: main (o. S.) – corresponds to the drill rack; leg stand apart; leg stand apart right (left); kneeling stand (on the right or left knee), etc.

2. **Gray hair**– sitting position on the floor or on the apparatus. Distinguish: gray, gray legs apart, gray angle, the same legs apart, gray on the heels, etc.
3. **Squat**– the position of the student on bent legs; half squat; squat on the right (left); half-squat with an incline (swimmer start), etc.
4. **Lunge**– movement, (or position) with the removal and bending of the leg: right (left) lunge; lunge to the right (left), etc.
5. **Stops**– positions in which there is contact with the hands with a support or a projectile, and the axis of the shoulder joints is located above the points of support with the hands. Distinguish: crouching emphasis; lying emphasis; back rest, etc.

Methods for learning ORU complexes

There are three ways to organize classes when conducting ORU:

1. Separate method.
2. Stream method.
3. Checkpoint.

The split method is the simplest and most affordable for any contingent. The complex is performed with pauses between exercises, during which the teacher introduces the students to the next exercise.

Flow method – the whole complex is performed in one piece, without pauses. With this method, the teacher mainly uses the show, naming only the main movements. While counting, the teacher draws the group's attention to the end of the exercise with the words "the last time", and he himself, without stopping the counting, takes the starting position for the next exercise. After completing the previous exercise, the trainees quickly take a new starting position and immediately begin the next exercise together with the teacher. The streaming method is very time-saving, very stressful, but requires good preparation from the teacher, knowledge of a wide range of exercises and their quick choice. The flow method is used mainly when conducting simple exercises familiar to the practitioner.

The through method – consists in performing exercises in movement with sequential (after 2–4–8 counts) passing through the hall of open ranks performing exercises. Each rank, having reached the opposite side, independently stops the exercise and, dividing in half, moving left and right around, quickly returns back to its original position. When all the ranks have completed the passage and returned to their original position, the teacher shows a new exercise. A highly effective variant of the passing method of teaching sets of exercises when the column moves around with a distance of 2–3 steps.

The ways formation of the idea of movement

There are various ways of presenting the exercise, or, in other words, ways of creating an idea of movement.

1. By display. The teacher shows the exercise to the practitioner in the "mirror way". First, it indicates the starting position, then the technique of the movement itself

and its final position. Then he gives the command to the practitioners to start the exercise. Movement of arms and legs forward and backward, the teacher shows sideways or turning 45 degrees to the students for better viewing. If the teacher shows the exercise in the initial lying position, sitting, squatting, students also need to take the same position.

2. **According to the story.** This method is used when teaching simpler exercises or with the aim of activating the attention of students. The teacher explains the exercise, indicating the starting position, and tells what movements should be performed on the count of "times"; "Two", etc. It is recommended to suggest basic actions along the way instead of counting, but in the rhythm and tempo of the exercises. For example: instead of counting "two-three-four" say: "Bend-straighten-sit-stand." This method teaches trainees to mentally reproduce and memorize exercises.
3. **By story and show.** The teacher, showing the exercise, explains what and how to do, draws attention to the most difficult places. This method is effectively used to perform complexly coordinated exercises.
4. **By divisions (dismembered).** This method is used in teaching more complex ORU coordination, as it allows pauses between individual movements to clarify and correct errors. After the command: "Starting position – accept!" the teacher gives commands, separating each count with pauses. For example: "right forward, arms forward – do it once!", "Right to the side, arms to the sides – do two", "right cross in front of the left, arms cross – do three!", "By jumping, stand feet apart, arms to the sides –bottom – do four! " After the exercise is completed in parts, it is performed in the usual manner, without stopping, completely. Using this method allows you to immediately correct mistakes and increase the density of the lesson. This method of conducting ORU is used in fitness aerobics, when the instructor alternates exercises depending on the height of the load,
5. **The play method.** Using relay races with running and jumping exercises, climbing and climbing, carrying and passing objects, elements of general physical training. Exercises are performed on a signal (pop or whistle).

ORU training sequence

The simplest exercises to start with are based on isolated movements and their combinations. In the future, as the motor function improves, the exercises become more complicated by connecting various combined movements.

Learning to move with straight arms should begin with movements with one hand alternately with the other. At the same time, attention is paid to the fact that the movements are isolated, so that along with the movement with one hand there are no movements of other parts of the body. It is necessary to achieve the correct execution of the movements. For example, if you need to take the "right hand forward" position, then the hand should be at shoulder height, palm inward, fingers straightened, etc. At the beginning of the training, arm movements are performed with the same name: right forward and left forward, right to the side and left to side. Then more complex opposite movements are applied: left up, right down; left to the side, right down, etc.

Flexion and extension exercises are best done from basic starting positions. For example, bending the arms to the "in front of the chest" position can be done from the positions "hands down", "arms up", "arms to the sides" or "arms forward", but it is better to teach this from the "arms to the sides" position.

Circular movements of the hands can be performed in the front and side planes, with each hand separately and with two simultaneously. When performing circular movements with both hands in the front plane, one should indicate the alternation in the position of the hands "right in front of the left", "left in front of the right".

Raising and lowering the shoulders at first it is performed with a free position of the arms, then from various starting positions (on the belt, to the shoulders, behind the back). In addition to raising and lowering, you should carry out the reduction and dilation of the shoulders, circular movements with the shoulders.

Hand exercises – flexion and extension, abduction, adduction and circular movements. These exercises are easier to do when the fingers are clenched into a fist and harder when the fingers are extended and extended.

Finger exercises – squeeze and unclench, spread and flatten. Exercises for the hands and fingers can be performed from various starting positions and simultaneously with arm movements.

Teaching body movements. At first, the simplest inclinations and turns with a minimum range of motion are studied, focusing on correct execution. As students master the form of movement, the amplitude also increases. The combination of bends with turns and circular movements of the body is studied after students have firmly mastered elementary bends and turns.

Tilting and turning the head promotes the development of the muscles in the neck and occipital muscles, which play an important role in correct head position. Head movements should be performed with the greatest possible amplitude and a small number of times (five to six times in each direction). At first, head movements are best done in a sitting position, then standing (the position of the legs is stable). Subsequently, these movements can be combined with movements of the arms and trunk.

Squats refer to exercises that provide significant stress. When doing squats, you need to monitor the correct position of the legs and trunk. First, half-squats are studied, then squats with support (best of all on a gymnastic wall rail).

Further, exercises are performed with the simplest starting positions of the hands, and later with more complex starting positions and with hand movements.

Basic Squat Position: Toes apart, heels together, knees out, trunk and head in a straight position.

Exercises in half-squats and squats are used as leading to landing when jumping from a height, high and vault. In addition, squat exercises prepare you for the landing in the long jump. All this has practical significance: a soft landing is necessary when jumping in natural conditions, on the ground.

Move with straight legs, and leg flexion and extension are best learned from a sitting or lying position on a gymnastic bench or floor. To perform these exercises in a standing position, the legs are first moved to the entire foot, on the toes, in different directions,

then the straight and bent legs are raised, and then the legs are flexed and straightened with gradually more complicated starting positions and arm movements.

The squat emphasis is performed as an independent exercise, and is also used to move to the kneeling position and to the lying position.

Kneeling down best done from the main stance.

From a step back: 1) put the right (left) leg a large step back on the toe, arms to the sides (this is the most stable position); 2) get down on the right (left) knee.

From a step forward: 1) take a large step with the right (left) leg forward, hands on the waist, left (right) leg behind on the toe; 2) get down on the left (right) knee. A kneeling position will be correct if the shin of one leg and the thigh of the other are perpendicular to the floor.

A kneeling support is performed from a crouch support or from a standing position on one knee. From a kneeling position, you can go to a kneeling position with different hand positions. The kneeling support is used as a starting position for many exercises: arching and arching the back; alternate raising of hands; alternating leaving and raising the legs; walking on all fours forward and backward, etc. Exercises in support while kneeling and walking on all fours have a positive effect on the formation of correct posture.

The stops are performed first at a high support, best of all at the gymnastic wall (at chest height), over time the height of the support gradually decreases. The transition to the standing position or lying position occurs by alternately leaving the legs back.

Lunges forward and to the sides. When learning to lunge forward, you need to take a large step with the right leg forward, turn the foot of the left leg outward and bend the right leg at the knee (to the right angle of the lower leg with the floor). This draws attention to the correct position of the body and head. Then the same exercise is performed with the left leg. In the same sequence, lunges to the side are studied.

General developmental exercises without objects for arms, legs, head and torso are studied in parallel. The simplest combinations of movements with arms and legs, arms and torso, arms and head, legs and torso, etc. are used. As you master these movements, you can make simple combinations, conducting them with flags, sticks, balls, hoops and without objects.

Ways of conducting the open-circuit control

There are several ways to carry out the ORU:

Separate method. The main feature of the split method is the pause for demonstration and explanation between the individual exercises. The method is most accessible for carrying out the ORU with beginners, as well as mastering the exercises of the complex when it is carried out in a flow manner. The method provides the greatest opportunities for learning and achieving high quality performance of each exercise. To carry out the ORU complex in this way, each exercise is preliminarily taught by one of the methods of learning (by showing, telling, etc.). Then the commands "Starting position – accept!" and "Start Exercise!" To end the exercise, the command "Stop!" Is given.

This method has advantages:

- a) it is available for any contingent of those involved;
- b) allows for the possibility of learning and explanation;
- c) you can easily vary the physical activity.

Despite a number of positive aspects, the separate method also has disadvantages, the main of which can be attributed to the low density of classes due to the large number of pauses between exercises. Therefore, if the complex is previously learned or the main task of using the outdoor switchgear is to warm up, then the most effective use of other methods of conducting the outdoor switchgear.

Stream method consists in performing exercises, in which the final position of the previous exercise is the beginning of the next one. It is recommended to use this method with trained trainees, whose motor abilities are developed, and their attention is concentrated better than with beginners.

The flow method provides for the continuity of performing a set of exercises, i.e. without pauses and stops, which significantly increases the density of classes, activates the activity of the central nervous system and the attention of students. With this method of conducting outdoor switchgear, certain requirements are imposed on the complex:

- firstly, the exercises should be relatively simple in form and familiar to the trainee or previously learned and conducted in a separate way;
- secondly, the transitions from one exercise to another should be simple and convenient;
- thirdly, it is necessary to maintain the same type of account size;
- fourthly, the next exercise is shown at the time of the previous one.

Pass-through method. A distinctive feature of this method is that the exercises are performed on the go (running, walking, jumping) with significant movement of the trainees. Thanks to this, the circle and the variability of the exercises increase. The complex includes jumping, dancing and acrobatic exercises. This method is very emotional and requires from the teacher the ability to master the group well, since it is necessary to observe strict order and discipline.

Two versions of this method are used, which differ from each other in the construction and pattern of the movement of those involved.

First option. Performing the exercises, the trainees simultaneously move around the perimeter of the site or in a circle in a column one by one (two each). Using this option, the teacher should adhere to the following guidelines:

1. Exercises in the complex include familiar, previously learned in an open formation. It is better to select exercises in two or four counts, as one or three more steps are added. For example: 1–3 – three steps from the left; 4 – attach the right; 5 – crouching emphasis; 6 – emphasis standing feet apart; 7 – crouching emphasis; 8 – O.S. Or: 1 – left step; 2 – attach the right; 3 – tilt, touch the floor with your hands; 4 – O.S.; 5–8 – the same, but step right.

2. Apply a holistic teaching method and division to create an exercise view. For beginners, when explaining the exercise, stop movement, especially if the practitioners move around by running or jumping. At first, it is more expedient to explain and show the exercises when the practitioners are standing, and then you can practice explaining simple movements on the go.
3. Maintain a distance in the ranks during the execution of the switchgear (two–three steps). Decreasing the distance interferes with the correct performance of the exercises and creates situations for violation of discipline, as the practitioners may collide with each other.
4. To start the exercise, regardless of how it will be performed (on the move or from the spot), the command is given: "Start the exercise!" In motion, the command is given under the left foot. The trainees take a step with the right, and then with a step with the left under the count "One" they begin to perform the given exercise. To finish – with the beginning of the fourth eight (approximate dosage of exercises), a preliminary command is given: "No task" and then, instead of the eighth count, the executive command is "March!"
5. To change the position of the hands (behind the head, to the shoulders, behind the back, on the belt, etc.), the command is given: "Put your hands on the belt!" or "Hands to the sides – put!". To change the way of movement, you need to name the way and give the command: "March!" For example: "On toes – march!" or "Roll from heel to toe – march!" If both the position of the hands and the way of movement change, then the command should be given as follows: "Hands to shoulders – put! On the inside of the foot or on the toes – march!" etc.
6. If the trainees move by jumps or in any other way, just not by walking or running, then to switch to walking or running, you need to give the command: "With a normal step (running) – march!"

Second option. The second option for carrying out the ORU in motion is as follows. Students move along the perimeter of the site in a column one by one. At the instructor's command (on the lower or on the upper border of the hall), the trainees are rebuilt from a column one by one to a column by four by turning to the right (left). The foursome, which has completed the turn, opens to the starting points for the exercise. Behind it, the second four is lined up, etc. Performing the exercises, the trainees move alternately in ranks, using the entire working area of the hall.

The teacher names and shows each exercise. To start the first exercise in the complex, the command is given: "Exercise start!" The first four begin to perform the exercise, moving forward. The next four (rank) is included in the exercise after 8 counts. Having passed the entire area, the first four stop performing the exercise, turn left or right and move up to the starting position in the column one by one along one side of the hall. After it the second four, the third, etc. To start the next exercise, the first four takes the starting places and waits for the command. Instead of counting "seven, eight" the teacher gives the command: "The next – you can!" or "From the right (left) – you can!" The next fours every eight counts are included in the exercise independently. The teacher names and shows each regular exercise during the movement of the first fours to the starting position. Itself is located on the opposite side of the hall. For example, if the trainees return to the left side of the hall, then the teacher is closer to the right, so

that everyone can see him well, so that he can see everyone and does not interfere with the progress of the fours who are still performing the exercise. Since the next exercise with this method is shown to the first fours, and the subsequent ones perform the exercise, looking at the first, it is advisable to include in the complex mainly familiar ones, technically correctly learned with the separate method of exercises. then the teacher is closer to the right, so that everyone can see him well, so that he sees everyone and does not interfere with the progress of the fours who are still performing the exercise. Since the next exercise with this method is shown to the first fours, and the subsequent ones perform the exercise, looking at the first, it is advisable to include in the complex mainly familiar ones, technically correctly learned with the separate method of exercises. then the teacher is closer to the right, so that everyone can see him well, so that he sees everyone and does not interfere with the progress of the fours who are still performing the exercise. Since the next exercise with this method is shown to the first fours, and the subsequent ones perform the exercise, looking at the first, it is advisable to include in the complex mainly familiar ones, technically correctly learned with the separate method of exercises.

In practice, the first variant of the continuous method is used more often, however, the second should be preferred, in which the advantages of this method are fully manifested. The second option allows you to include many acrobatic and dance exercises in the warm-up, as well as reduce the time for the preparatory part of the lesson

Circular way. For the development of physical qualities in the main part of the lesson, it is most effective to use the circular method of conducting the ORU, the features of which are as follows. Several stations are determined in the hall, depending on the available gymnastic apparatus and equipment, as well as the objectives of the lesson. The number of stations and groups (departments) of those involved should be the same. After a general warm-up, if necessary, the students are assigned to the "stations", where, in order to reduce the time spent on explanation, at each place of classes, training cards (pictures) with exercises for this "station" and indicating the operating modes can be used ... The teacher himself must be at the "station" where the most difficult task is at the moment and where his help is needed. As instructed by the teacher, the trainees perform a certain number of exercises and move to the next place of classes counterclockwise, and so on until the full circle is completed. In order to enhance the effect, the teacher gradually increases from one lesson to another the load, the weight of the weights, the number of "stations" in the circle, the number of circles, the number of repetitions at each classroom and the speed of the assignments.

Complex way – consists in the repeated repetition of the ORU complexes learned in this or previous lessons. This is a way to learn floor exercises.

Game way– lies in the fact that during the execution of the ORU there is a moment of the game (relay races, obstacle courses, plot-like, etc.). The game way of carrying out the ORU complex is that the trainees are divided into several teams, between which the competition is held in the performance of the ORU. This form of ORU stimulates the technical performance of long-known exercises and contributes to an increase in the physiological load (whoever swaps places faster, performs the exercise without errors, sits down more times, etc.). When choosing exercise games, the teacher must rely on and proceed from the planned tasks, the nature of the teaching material and the age of

the students. Depending on this, their form, content and rules of conduct can and should change. The teacher needs to constantly introduce elements of novelty, modernity, create unusual conditions and situations, taking into account the interests and possibilities of changing places of students. In addition, their age and motor experience must be considered.

Carrying out the OSG in a playful way, you need:

- change the distance between teams;
- change the starting positions (OS, crouch emphasis, sitting, etc.);
- change the way of movement (step, run, jump);
- change signals (auditory, visual, tactile);
- change the frequency of signals;
- change the volume and intensity of the load;
- change the size and weight of apparatus or equipment (gymnastic sticks, skipping ropes, medicine balls, benches, etc.).

Combined method – a combination of all the above methods in one lesson.

The teacher chooses any of the ways to conduct the ORD based on the number of students, the size of the hall or site, the tasks set, the age and preparedness of the students. Preparing for classes, the teacher must first choose the appropriate method of conducting the ORU and only after that choose the exercises for the complex. Physical activity in the complex can be regulated by changing the number of exercises and changing their content, increasing or decreasing the intervals of rest between exercises, changing the number of repetitions and the pace of execution, starting positions, methods of carrying out and using various objects.

ORU recording

When recording a single movement, you must specify:

1. The starting position from which the movement begins.
2. The name of the movement (tilt, swing, turn, etc.).
3. Direction (right, back, etc.).
4. End position (if necessary).

The most widely used is the text form of recording general developmental exercises

Text form for recording general developmental exercises

Exercise number	Exercise Description	Dosage	Methodical instructions
one	I. p. – about. from.; 1 – hands up; 2 – forward; 3 – to the sides;	4 p.	Across the sides

	4 – and. P.		
2	I. p. – stand feet apart, hands on the belt; 1 – slope; 2 – and. P.; 3 – backward tilt; 4 – and. P.	8 p.	Do not bend your legs

GUIDELINES FOR THE ESTABLISHMENT AND CONDUCT OF OPU COMPLEXES

OSU dosage

The regulation of physical activity in the lessons of outdoor educational institutions is carried out by changing:

- the number of exercises (depending on the forms of ORU training, there may be a different number of them. In the complex of hygienic gymnastics – 8–12, in the complex of rhythmic gymnastics – 50–70);
- the content of the exercises (movements of individual parts of the body with the participation of a small number of muscles exert less stress than exercises for the whole body with the work of many muscle groups; strength exercises, resistance exercises and endurance exercises affect the muscles, cardiovascular and respiratory systems more strongly, than flexibility exercises);
- rest intervals between exercises (reducing rest pauses increases the load);
- the number of repetitions (when carrying out simple ORUs that fit into the count "1–4" or "1–8", to the music, as a rule, each exercise is repeated 4, 8, 12 or 16 times. Exercises without music can be repeated in the same limits, without adhering to the exact amount dictated by the structure of the musical work). The number of repetitions should be such that the exercise leaves a "mark". If the heart rate has not increased in the practitioners, sweating has not begun, there will be little benefit from it;
- pace of performance (fast pace of exercise, usually more stressful);
- starting positions (the same exercise with different starting positions has a different load. For example: bending the arms in an emphasis lying down with the support of the hands on the bench is much easier than with the support on it with the legs. much more difficult if the arms are raised up and easier if they are fixed on the belt).

Exercises should be dosed on the basis of the general rules for taking into account the degree of preparedness of the trainees, their age, sex and tasks solved with this contingent.

During individual lessons, it is necessary to regulate the load according to the pulse and state of health, focusing on the feeling of fatigue. During group sessions, the teacher can instruct you to stop the exercise yourself if it becomes difficult to continue with everyone. In strength training, the feeling of fatigue is easily felt and repetition to

failure is acceptable. In endurance exercises, it is impossible to bring the body to such a degree of fatigue, especially when practicing with beginners. During the performance of flexibility exercises, one should be guided by a feeling of mild pain, indicating the limit of the range of motion. From class to session, the load should be gradually increased, adjusting it due to the factors listed above and the number of days of classes per week.

Monitoring and self-monitoring of the permissible load on the cardiovascular system during the performance of generalized exercises, especially with intensive series-in-line, is recommended to be carried out according to the following method:

- determine the "individual initial ceiling" – the maximum heart rate – by subtracting from the number 220 the number corresponding to the age of the student (220 minus the age);
- by probing (at the wrist, on the neck), the heart rate is calculated for 10 or 15 seconds at the teacher's signal before the start of the lesson (initial pulse) and at some of its moments (after the "peaks" of the load, at the moment of recovery, etc.). This number is multiplied by 6 or 4 and the number of beats per minute is determined;
- the found value (number of beats per minute) should be in the zone 60-85% of the maximum (220 minus age), characterizing the individual permissible load. For example, for a 20-year-old practitioner, the maximum value of the number of heartbeats per minute will be 200 (220–20). The load at which the pulse will be equal to 120–140 beats / min will be sufficient for a beginner (60–70%), and for a trained one it can be even higher – characterized by a pulse of 160–170 beats / min (80–85%).

Breathing is closely related to movement. The depth and frequency of breathing should be appropriate to the needs of the body at the moment. This complex physiological function of the body is carried out automatically, although it is possible to arbitrarily interfere with the act of breathing. It is necessary to combine the pace of movement with breathing. When expanding the chest, when moving the arms to the sides, extending the trunk, it is recommended to inhale, and when bending, bending, exhale. A deep breath is best done during the phase of the exercise when the chest expands (at this time the conditions for filling the lungs with air are most favorable), and exhale when the chest is narrowing. The exhalation should be no less deep than the inhalation. For practically healthy people, moments of short-term straining are not harmful either.

Selection rules and sequence of exercises in a complex

1. Complexes of exercises should be made taking into account the tasks that are set for these lessons, lessons for the near future and more long periods.
2. When compiling the complexes, it is necessary to take into account the place, time of the classes, as well as the age, gender, physical and technical training of the student.
3. Exercises should be selected so that they have a comprehensive impact on the student and ensure the development of basic physical qualities, contribute to the formation of correct posture.

4. The complex of general developmental exercises consists of 6–12 exercises for different muscle groups and body systems.
5. For the convenience of counting and musical accompaniment, each should be done on 2, 4 or 8 accounts.
6. You should adhere to the appropriate dosage of physical activity in accordance with the objectives and characteristics of the contingent.
7. Strength training exercises should precede stretching exercises, this sequence warms up the body and eliminates possible injuries (sprains).
8. You should alternate exercises for strength, stretching, relaxation; exercise at a fast pace and slow.
9. Strength exercises should be repeated until fatigue is felt, and stretching exercises until slight pain is felt.

When compiling switchgear complexes, it is necessary to be guided by the following requirements:

1. Exercises should be accessible, a consistent transition from simple to more complex is necessary.
2. The load should increase gradually.
3. Exercise should target all muscle groups.
4. Consecutive (sequential) inclusion in the work of various parts of the body.
5. The selection of exercises should be carried out according to the principle of alternation for different muscle groups.
6. Breathing and posture exercises must be included.

We can recommend the following scheme for constructing general developmental exercises:

- a) stretching exercises;
- b) exercises for the muscles of the arms, trunk and legs of medium intensity (3–5 exercises);
- c) exercises for the same muscle groups, but of greater intensity;
- d) exercises of general impact on the body (combination of hand movements, torso and legs; running, jumping);
- e) relaxation exercises (relaxed walking, running, breathing exercises, shaking, etc.).

To activate attention, to increase the interest of those involved in exercises, the following methodological techniques can be recommended:

1. Performing an exercise at a variable pace, with an acceleration or deceleration of the tempo.
2. Performing the exercise at a different rhythm. For example, 1–2 – squat, 3–4 – stand up; 1 – squat, 2–4 – stand up; 1–3 – squat, 4 – stand up.
3. Alternating the exercise with and without counting.
4. Change of places of those who train in columns or ranks for a given account during the exercise. For example, I.P. – O.S.; 1– squat, arms to the sides; 2– I.P. 3–6 – repeat twice counting 1–2; 7–8 – change places at a run: 1st column with 2nd, 3rd column with 4th.
5. Performing the exercise with your face in different directions or with your eyes closed.
6. When performing exercises with objects, transfer them to another student at a given account. For example: I.P. – standing in a circle, stick below. 1– squat, stick forward. 2 – I.P. 3–4 – pass the stick to the partner on the right.

Rules for compiling sets of exercises in pairs

When compiling a set of exercises in pairs, you should adhere to the same rules as when compiling a set of exercises without an apparatus:

- start with exercises of general impact at a slow pace, for example: with stretching;
- increase the load gradually, alternating the work of different muscle groups;
- alternate exercises according to the nature of the impact, for example: strength, flexibility, relaxation, etc.;
- give the most intense exercises in the middle or in the second half of the complex;
- complete the complex with moderate intensity exercises or relaxation exercises.

To develop a certain motor skill, some exercises in pairs can be included in ordinary complexes in the form of separate tasks or in series of 3–5 exercises.

Exercises of an applied nature and exercises that require large muscle and volitional efforts are best done in the main part of the lesson, when it is necessary to master the technique of complex coordination movements.

Rules for conducting exercises in pairs

Exercises in pairs are always very emotional, they are usually accompanied by laughter and noise. Positive emotions, of course, are important in physical education classes, but they should not be a factor of pampering and disorganization in the classroom. Inattention to the teacher's explanation and violation of the established rules of behavior and exercise can lead to injuries. Therefore, when conducting exercises in pairs, you should strictly adhere to the following rules:

- there must be a clear organization and discipline based on precise observance of all commands and instructions of the teacher;
- strictly observe the principle of accessibility, i.e. to give students such exercises, for which they are already prepared;
- make pairs according to physical and anthropometric data, i.e., so that the height, weight and strength of the partners are approximately equal. The big difference makes the exercise dangerous and often uninteresting for both partners. Boys should be paired with boys, and girls with girls;
- pairs should be located on the court so that they do not interfere with each other; – Explain the exercises clearly, accurately, clearly and in detail. Immediately indicate in what starting positions the partners are (place, direction, etc.), and if necessary, show.

The show is best performed in pairs – this gives the correct idea of the exercise. Before giving the command to start the exercise, it is necessary to check the correctness of the starting positions, pay special attention to the correct grip, because the correctness of the exercise depends on this, indicate the sequence of actions of partners, pace, rhythm. Timely correction by the teacher makes it possible to avoid unnecessary injuries in the classroom. In resistance exercises, the teacher must ensure that everyone resists to the best of the partner's strength in order to enable the task to be completed. It is important to teach trainees to dose efforts so that the acuity of the muscular feeling and the ability to differentiate muscle tension develop. Maximum effort should be used only in special exercises and in exercises of a static nature.

When performing such exercises, the correct rhythm of breathing is disturbed in students, therefore the teacher must indicate when to inhale and exhale and constantly remind about it;

- Warm up exercises should be performed before stretching to avoid injury. When doing exercises with the help of a partner, you should not allow severe pain;
- it is very important to monitor the nature and pace of the exercises in pairs, because each of them has its own tempo and rhythm. Exercises involving large muscle groups are performed at a slow pace, while for small muscles the pace can be accelerated. In general, exercises in pairs should be done more slowly than normal exercises;
- in exercises where partners perform movements that are different in shape and character (one performs inclinations, and the other holds him by the ankles), it is necessary to provide for an organized change of roles.

Approximate set of exercises without objects

Complex number 1.

1. I. p. – o.s. 1 – 2 – raise your arms forward and up, turn your palms inward, take your right leg back to your toes and bend slightly; 3 – 4 – i.p. ; 5 – 8 – the same in the other direction.
2. I. p. – o.s. 1 – 2 – head tilt back to failure; 3 – 4 – i.p. ; 5 – 6 – head tilt forward; 7 – 8 – and. P.
3. I. p. – o.s. 1 – 2 – head tilt to the right; 3 – 4 – and. P.; 5–8 – the same in the other direction.
4. I. p. – o.s. 1 – 2 – turn the head to the right; 3 – 4 – and. P.; 5–8 – the same in the other direction. 5. I. p. – o.s. 1 – 4 – circular movements of the head to the left; 5 – 8 – the same in the other direction.
6. I. p. – hands to shoulders. 1 – 2 – two circles with bent arms forward; 3 – 4 – the same back; 1 – 4 – alternate circular movements forward; 5–8 – the same back.
7. I. p. – o.s. 1 – 2 – circle with hands to the right; 3 – 4 – the same to the left.
8. I. p. – hand stand behind the head. 1 – 3 – three springy slopes, trying to touch the knee with his head; 4 – and. P.
9. I. p. – wide leg stand apart. 1 – tilt to the right, cotton at the heel; 2 – and. P.; 3 – 4 – the same to the other leg.
10. I. p. – stand feet apart, hands on the belt. 1 – bending the left, tilt to the right, left arm up, right behind the back; 2 – 3 – two springy slopes to the right; 4 – and. P.; 5 – 8 – the same in the other direction.
11. I. p. – stand feet apart, hands on the belt. 1 – turn the body to the right (do not lift the heels off the floor); 2 – and. P.; 3 – 4 – the same in the other direction.
12. I. p. – o.s. 1 – swing with the right leg, clap under it; 2 – and. p. 3 – 4 – the same in the other direction.

13. Squat at a medium pace. 10–15 times.
14. I. p. – o. with., hands on the belt. 1 – oblique lunge to the right; 2 – and. P.; 3 – 4 – the same in the other direction.
15. I. p. – about. with., hands on the belt. 1 – deep right lunge; 2 – 3 two springy wiggles; 4 – push right back to and. p. 5 – 8 – the same with the other leg.
16. I. p. – emphasis squatting. 1 – lying emphasis; 2 – emphasis lying legs apart; 3 – lying emphasis; 4 – and. P.
17. I. p. – arms bent, hands in a fist. For each count, jumps to the right, left, forward, backward.

Complex number 2.

1. I. p. – o.s., hands behind the head. 1–2 – right back to toe, arms to the sides, bend over; 3–4 – i.p. ; 5–8 – the same with the left leg.
2. I. p. – o.s. 1 – hands on the belt; 2–3 – hands on knees, spring squats; 4 – I. p.
3. I. p. – o.s. 1 – arms upward with arcs back; 2–3 – springy slopes until the palms touch the floor; 4 – I. p.
4. I. p. – o.s., arms to the sides. 1 – swing of the right, clap under the foot; 2 – attach the right one, etc.; 3–4 – the same with the other leg.
5. I. p. – gray, hands behind his head. 1–2 – lie down, hands up; 3–4 – sit down, ip
6. I. p. – gray, arms to the sides. 1 – gray corner, cotton underfoot; 2 – sed, I. p.
7. I. p. – emphasis on your knees. 1–2 – unbending legs, emphasis standing bent over; 3–4 – bending your legs to kneel, ip.
8. I. p. – lying emphasis. 1 – emphasis lying on bent arms, right back; 2 – i.p. ; 3–4 – the same with the other leg.
9. I. p. – o.s., hands on the belt. 1 – arms to the sides; 2 – right leg to the side, clap over the head; 3 – put the right, arms to the sides; 4 – i.p. ; 5–8 – the same with the other leg.
10. I. p. – o.s., hands to shoulders. 1 – jump legs apart, arms to the sides; 2 – jump legs together, hands behind the head; 3 – jump legs apart, arms to the sides; 4 – jump legs together, arms to shoulders, etc.

Complex number 2.

1. I. p. – o.s. 1–2 Hands through the sides up, lifting on toes; 3–4 Return to i. P.
2. 2. I. p. – standing feet together, hands on the belt. 1 – Lunge right (Fig. 1); 2 – i.p. ;
3. 3 – left lunge; 4 – I. p. 3. I. p. – emphasis lying on bent arms. 1–2 – Extending the arms, the support is lying (Fig. 2.); 3–4 ip
4. 4. I. p. – standing legs apart, arms to the sides. 1 – swing right to the left; 2 – i.p. ; 3–4 – The same with the left foot to the right.
5. 5. I. p. – leg stand apart. 1–3 – Spring forward bends, touch the floor with your hands; 4 – I. p.
6. 6. I. p. – lying on your back, hands behind your head. 1–2 – feet forward, to a right angle; 3–4 – return to SP. (fig. 3)

7. 7. I.p – standing feet together, hands on the waist. 1–3 – Jumping in place; 4 – jump with a turn of 360 °
8. Walking in place with breathing restoration.

Complex number 3.

1. I. p. – o.s. 1–2 – hands through the sides up, rise on toes; 3–4 – return to and. P.
2. I. p. – standing feet together, hands on the belt. 1 – head tilt forward; 2 – head tilt back; 3 – head tilt to the right; 4 – head tilt to the left.
3. I. p. – o.s., hands to the sides, fingers clenched into a fist. 1–4 – four circular movements with the hands back; 5–8 – the same, but forward.
4. I. p. – o.s., hands in front of the chest. 1–2 – two springy movements with arms bent at the elbows back to failure; 3–4 – the same, but with straight arms.
5. I. p. – wide stance, legs apart, hands on the waist. 1–2 – two springy tilts to the right, left hand up; 3–4 – the same, but in the opposite direction, right hand up.
6. I. p. – sitting legs apart, arms to the sides. 1 – bend forward, touch the toe of the right leg with your left hand; 2 – and. P.; 3 – bend forward, touch the toe of the left leg with your right hand; 4 – I. p.
7. I. p. – standing feet together, hands on the belt. 1 – jumping leg stand apart, arms to the sides; 2 – in a jump stand feet together, arms up; 3 – in a jump, stand feet apart, arms to shoulders; 4 – jump I.p.
8. Walking on the spot with breathing restoration.

Complex number 4.

1. I. p. – lying on your back, arms along the body, socks of the legs towards you. 1–2 – hands through the sides up, toes away from you, stretch; 3–4 – return to SP.
2. I. p. – lying on your back, legs bent, hands behind your head. 1 – lifting the shoulders, arms forward – to the right (stretch);
3. I.p .; 3–4 – the same to the left; 5–8 – pressing with palms on the back of the head, spring movements of the head forward.
4. I. p. – an emphasis lying behind on bent legs. 1–4 – turn 360 ° through the prone position in the I.P. right; 5–8 – the same in the other direction.
5. I. p. – lying on your back, arms up. 1 – gray, bending the right, grasp the right with your hands; 2 – i.p .; 3 – gray, bending the left, grasp the left with your hands; 4 – I. p.
6. I. p. – the emphasis is sitting on the forearms, legs bent. 1 – lowering your legs to the right, touch the floor with your left knee (we try not to tear our hands off); 2 – I.p .; 3–4 – the same to the left
7. I. p. – the emphasis is sitting, legs bent. 1 – lowering on the forearms, straighten your legs forward and up; 2–3 – keep your feet on weight; 4 – I. p.

8. I. p. – gray, legs bent, hands behind the head. 1 – straightening the right leg up and forward, lie down, arms forward; 2 – i.p. ; 3–4 – the same, but straightening the left leg.

Complex number 5.

1. I. p. – standing feet together, hands on the belt. 1 – right back to toe, arms up back, bend over; 2 – i.p. ; 3–4 – also from the left leg.
2. I. p. – standing feet together, hands on the belt. 1 – Sit on your toes, knees apart; 2 – i.p. ; 3 – Close your socks. Sit on a full foot, knees together; 4 – Get up in I. p.
3. I. p. – stand feet apart, hands on the belt. 1 – tilt to the right; 2 – and. P.; 3 – tilt to the left; 4 – i.p. ; 5 – bend forward, touch the floor with your hands; 6 – and. P.; 7 – tilt back, arms to the sides; 8 – and. P.
4. I. p. – stand feet together, hands down. 1 – crouching emphasis; 2 – support lying; 3 – with a push of the legs, crouching down; 4 – and. P.
5. I. p. – standing feet together, hands on the belt. 1 – right bent at the knee forward, arms to the sides; 2 – right forward, hands up; 3 – right to the side, arms forward; 4 – i.p. ; 5–8 – also from the left leg.
6. I. p. – lying on your back, arms of the trunk. 1 – straight right forward; 2 – and. P.; 3 – straight left forward; 4 – I. p. 5 – raise straight legs to 45 °; 6–7 – hold; 8 – I. p.
7. I. p. – stand feet apart, hands on the belt. 1 – Lean forward, rest your hands on the floor in front of you; 2–4 – by rearranging the hands, move to the lying position; 5–8 – return to SP in reverse motion.
8. I. p. – stand feet together, hands on the belt. 1–3 – jumping in place; 4 – jump with high knees.

Complex number 6.

1. I. p. – o.s. 1–2 – hands up outward, right back on the toe, bend over; 3–4 – i.p. ; 5–8 – the same with the left leg.
2. I. p. – stand feet apart, arms up. 1 – lunge to the right, arms to the sides; 2 – i.p. ; 3–4 – the same with the other leg.
3. I. p. – o.s., hands on the belt. 1 – arms to the sides, bend the right forward; 2 – hands on the belt, right forward; 3 – arms to the sides, bend the right one forward; 4 – attach the right one, etc.; 5–8 – the same with the left leg.
4. I. p. – emphasis on your knees. 1–2 – swing right back, left hand up; 3–4 – attach the right one, etc.; 5–8 – the same with the other leg and arm.
5. I. p. – sitting back rest. 1 – raise your right leg; 2 – i.p. ; 3 – raise your left leg; 4 – i.p. ; 5 – raise both legs in a saddle angle; 6 – i.p. ; 7–8 – repeat the score 5–6.
6. I. p. – lying emphasis. 1 – an emphasis lying on the right side; 2 – i.p. ; 3 – an emphasis lying on the left side; 4 – I. p.
7. I. p. – o.s., hands behind the head. 1 – turn to the right, arms to the sides; 2 – i.p. ; 3–4 – the same in the other direction.

8. I. p. – o.s., arms to the sides. 1 – right downward in an arc, arms to the left, right leg to the side; 2 – put the right to the left, arms to the sides, etc.; 3–4 – the same with the other arm and leg.
9. I. p. – o.s. 1 – right to the belt; 2 – left on the belt; 3 – right behind the head; 4 – left behind the head; 5 – arms to the sides; 6 – clap over your head; 7 – arms to the sides; 8 – hands down, ip

Pass-through method

Complex number 7.

1. I. p. – o.s. 1–4 – three steps forward and put your leg, hands behind your head; 5 – stand on your toes, hands up; 6 – i.p. ; 7–8 – repeat the same as 5–6.
2. I. p. – o.s. 1–4 – three steps forward and put your foot; 5 – hands back "swimmer start"; 6 – jump upward with legs apart; 7 – landing in a semi-squat; 8 – o.s.
3. I. p. – o.s., hands on the belt. 1–4 – two side steps; 5–7 – three springy slopes; 8 – I. p.
4. I. p. – o.s. 1 – swing the left forward, arms forward; 2 – step left forward, arms to the sides; 3–4 – the same on the right, arms to the sides; 5 – squat with a turn of the body to the left, hands behind the head; 6 – stand with your arms to the sides; 7 – squat with a turn of the body to the right, hands behind the head; 8 – stand up, arms down arcs outward.
5. I. p. – o.s. 1–4 – three steps forward and put your foot; 5 – crouching emphasis; 6 – lying emphasis; 7 – crouching emphasis; 8 – get up in I. p.
6. I. p. – o.c.1 – left step; 2 – right step; 3–5 – with one swoop, pushing the other to the left (wheel) into a stance with legs apart; 6 – put your foot and o.s. left side to the direction of travel; 7–8 – turn left to I.p.
7. I. p. – o.s., hands on the belt. 1 – left step, hands forward; 2–3 – two steps forward, circle with hands downwards for each count; 4 – putting his right hand on the belt; 5 – turn of the body to the left, arms to the sides; 6 – i.p. ; 7 – turn of the body to the right, arms to the sides; 8 – I. p.
8. I. p. – o.s. 1 – leaning forward and leaning on the floor, standing bent over; 2–3 – by rearranging your hands, go to the support while lying; 5 – bend your arms; 6 – straighten your arms; 7 – by pushing the legs, crouching down; 8 – I. p.
9. I. p. – o.s., arms to the sides. 1 – swing the left forward, hands forward, palms down; 2 – left step, arms to the sides; 3–4 – the same right; 5 – placing the left, crouching emphasis; 6 – stand up, arms outward, clap in the palm; 7 – crouching emphasis; 8 – I. p.
10. I. p. – o.s., hands on the belt. 1–2 – moving forward, two jumps on the left; 3–4 – the same on the right; 5 – jumping leg stand apart; 6 – cross-legged leg stand, right in front; 7 – jumping leg stand apart; 8 – jump, etc.; 9–16 – the same with the right leg.

An approximate set of exercises while sitting and lying on the floor

Complex number 8.

1. I. p. – sit down, legs apart, arms to shoulders. 1 – unbending arms up – to the sides, bend over; 2 – and. P.
2. I. p. – sit down, rest your hands behind. 1 – 2 – bend forward; 3 – 4 – and. P.
3. I. p. – sit down, legs apart, arms to the sides – bend forward, with your left hand touch the foot of your right leg; 2 – and. P.
4. I. p. – sit down, hands on the belt. 1 – 3 – 3 springy forward bends, trying to touch the feet with your hands; 4 – and. P.
5. I. p. – sit down, legs apart, arms to shoulders. 1 – 2 – unbending arms to the sides, palms up, bend; 3 – 4 – and. P.
6. I. p. – sit down, legs apart, left hand on the belt, right hand behind the head. 1 – 3 springy slopes, trying to touch the knee of the left leg with the elbow; 4 – and. P.
7. I. p. – sit down, rest your hands behind. 1 – bending forward, bend the left leg forward; 2 – and. n. The same, bending the right leg.
8. I. p. – sit down, hands forward. 1 – raise your left leg and clap under your leg; 2 – and. n. The same with the right foot.
9. I. p. – sit down, hands forward. 1 – raise both legs and do cotton underfoot; 2 – and. P.
10. I. p. – sit down, legs apart, rest your hands behind. 1 – 2 – leaning on the right hand, bend by turning the body to the right, the left hand up; 3 – 4 – and. p. The same with a turn to the left.
11. I. p. – sit down and lean on the back of the forearm. 1 – raise your legs forward; 2 – legs apart; 3 – connect the legs; 4 – and. P.
12. I. p. – kneel down, hands in front. 1 – 2 – sit on the left without using hands; 3 – 4 – without using hands in and. p. The same to the right.
13. I. p. – sit on your heels (kneeling), hands on the mat further forward. 1 – 2 – straightening your legs, lie down, bending your head to the mat; 3 – 4 – unbending arms, bend and sit in and. n. Do not tear off the hands and do not slide them over the mat ("wave").
14. I. p. – get on all fours. 1 – lowering the head, make a round back; 2 – bending in the lower back, head up ("cat").
15. I. p. – get on all fours. 1 – 3 – 3 swing movements with the left leg backward – up; 4 – and. n. The same with the right foot.
16. I. p. – emphasis lying face down, left leg bent, right leg back on toe. 1 – jump to change the position of the legs (right forward, left back); 2 – by jumping into and. P.
17. I. p. – the same, but face up. Jump to change the position of the legs.
18. I. p. – emphasis squatting. 1 – jump lying position; 2 – jump and. P.
19. I. p. – lie on your back. 1 – raise your legs forward; 2 – and. P.

20. I. p. – lie on your back, hands up. 1 – 3 – swing your arms forward, sit down and 3 springy forward bends, trying to touch your toes with your hands; 4 – and. p. 21. I. p. – lie on your back, hands to the sides, palms down, legs forward. 1 – lower your legs to the left; 2 – and. n. ("pendulum"). The same lowering the legs to the right.
22. I. p. – lie on your back. 1 – 3 – lifting the left leg forward, grab it with your hands by the lower leg and, slightly rising, touch the knee with your head 3 times; 4 – and. n. The same with the other leg.
23. I. p. – lie on your back, hands to the sides, palms down. 1 – 4 – move to the left to make a circle with your feet in the front plane. The same with a circle to the right.
24. I. p. – lie on your back, hands up. 1 – 3 – swinging your arms and bending your legs, grab your shins with your hands and press your head to your knees ("grouping"); 4 – and. p. 25. I. p. – lie on your back, hands down to the sides, palms down. 1 – legs forward; 2 – legs apart; 3 – connect the legs; 4 – omit in and. P.
26. I. p. – lie on the left side, leaning on the left forearm, right hand on the belt. 1 – leaning on the forearm and feet, bend to the right; 2 – and. P.
27. I. p. – also. 1 – 3 – 3 swing movements of the right leg to the sides up. 4. – and. P.
28. I. p. – stand, legs apart. 1 – 4 – without bending your legs, moving your hands forward on the floor, lie down, 5 – 8 – without bending your legs, turning your hands, stand in and. P.

General developmental exercises in pairs

Exercises in pairs can be performed without objects and with objects. Partners can perform the task both simultaneously and in turn. When performing the exercise alternately, the partner can either offer resistance, increasing the load, or assist in completing the task

Complex number 9.

1. I. p. – standing one after another. 1–2 – "A" stands in front, raises his arms through the sides up; 3–4 – hands down, ip .. ("B" resists, holding the partner by the wrists).
2. I. p. – standing with their backs to each other, hands at the top are clasped in the hands. 1 – left lunge forward, bend over; 2 – i.p .; 3–4 – the same with the right leg.
3. I. p. – standing facing each other, legs apart, arms straight on the partner's shoulders. 1–3 – springy slopes "A" – to the left, "B" – to the right; 4 – i.p .; 5–8 – the same in the other direction.
4. I. p. – standing facing each other, left leg in front, arms straight on the partner's shoulders. 1–3 – springy forward bends; 4 – by jumping change of position of legs, right in front; 5–7 – springy forward bends; 8 – I. p.
5. I. p. – "A" support lying legs apart, "B" holds the partner's legs at the waist. 1 – "A" bend your arms, "B" sit down; 2 – i.p .; 3–4 – repeat; (8–10 reps then swap).
6. I. p. – standing facing each other, arms straight forward, holding partner's hands. 1 – "A" squat on the right, left forward; 2 – i.p .; 3 – "B" squat on the right, left forward; 4 – i.p .; 5 – simultaneous squatting on the right, left forward; 6 – i.p .; 7–8 – repeat the score 5–6. (5–6 reps then change leg).

7. I. p. – sitting facing each other, holding hands, legs bent at the knees, feet resting on the partner's feet. 1 – straighten the left leg up; 2 – i.p. ; 3–4 – the same with the right leg; 5 – straighten both legs up; 6 – i.p. ; 7–8 – repeat count

5–6.

8. I. p. – standing with their backs to each other, hands are clasped at the elbows. 1 – sit down; 2 – i.p. ; 3–4 – repeat.

Complex number 10.

1. I. p. – stand with their backs to each other, holding hands. 1–2 – hands through the sides up, rise on toes; 3–4 – and. P.
2. I. p. – stand facing each other, hands on the shoulders 1–3 – springy tilt bending forward; 4 – I. p.
3. I. p. – stand facing each other, hands on shoulders. 1–7 – swing with the right leg to the sides; 8 – i.p. ; 9–15 – swinging the left leg to the sides; 16 – I. p.
4. I. p. – stand with the right side to each other, holding on to the right forearms, left hand to the side, left leg back on toe. 1–7 – Swing the left leg forward; 8 – turn 180 °; 9–15 – repeat the same with the other leg; 16 – having turned 180 ° I.p.
5. I. p. – Stand with your backs to each other, holding under your elbows. 1–2 – squat, lean on your partner's back; 3–4 – I. p.
6. I. p. Exercise "Ball": stand behind each other, the second partner puts his hands on the shoulders of the first. At the signal, the first one starts jumping up, the second creates a resistance effect, pressing the first on the shoulders

Complex number 11.

1. I. p. – standing with their backs to each other, hands are clasped at the bottom 1–2 – hands up, rise on toes, stretch; 3–4 – I. p.
2. I. p. – standing facing each other in a left lunge, hands are clasped in the wrists, the left arm is bent and laid back, the right is straight. 1–2 – straighten the left one overcoming the partner's resistance, bend the right one resisting the partner; 3–4 – straighten the right one overcoming the partner's resistance, bend the left one resisting the partner, etc.
3. I. p. – standing with their backs to each other in a stand with legs apart, hands are clasped in the hands to the sides. 1 – tilt to the side, arms up; 2 – i.p. ; 3–4 – the same in the other direction
4. I. p. – standing facing each other at a distance of a step, hands on the partner's shoulders. 1–3 – springy forward bends, pressing on the partner's shoulders; 4 – I. p.
5. I. p. – standing with their backs to each other, hands are clasped at the top. 1–2 – the first number performs a forward bend, the second, bending over, lies on the back of the first; 3–4 – i.p. ; 5–8 – the second number does the same.
6. I. p. – leg stand apart facing each other, arms clasped, forward to the sides. 1 – swing with the right leg to the left hand; 2 – i.p. ; 3–4 – the same with the other leg.

7. I. p. – standing with their backs to each other, hands are clasped at the elbows. 1–2 – squatting on the partner's back; 3–4 – get up in I. p.
8. I. p. – leg stand apart facing the partner, hands are clasped forward. 1 – sit down on the right leg; 2 – get up in ip; 3–4 – the same with the other leg.
9. I. p. – Standing legs together facing each other, hands on the partner's shoulders. 1–3 jumps in place; 4 – change places with a partner in a jump, hands on shoulders; 5–8 the same, return to SP.

TESTS:

1. What exercises are classified as general developmental exercises?

- a) circular movements
- b) lunges
- c) slopes
- d) turns
- e) push-ups

2. General developmental exercises are ...

- a) specially selected exercises for improving the body baby
- b) specially selected exercises for the development and strengthening of large muscle groups and improvement of the child's body.
- c) special exercises for the development and strengthening of fine motor skills.

3. The sequence of the rule for recording general developmental exercises:

- a) the name of the movements (tilt, turn, swing, etc.)
- b) direction (right, back, etc.)
- c) starting position
- d) end position

4. The sequence of commands during general developmental exercises:

- a) one, two, three ...
- b) exercise Nachi – Nye!
- c) stop!
- d) starting position – Accept!

5. Compliance with terms and their definitions:

- a) slope
- b) lunge
- all D
- d) squat

6. Correct hand position when inhaling:

- a) hands up
- b) hands forward

7. A standard set of exercises contains ...

- a) 25 – 30 exercises, each of which should be performed at least 4 times

- b) 15 – 20 exercises, each of which must be performed 8 times
 - c) 8 – 12 exercises, each of which should be performed 4 to 8 times
- 8. Strength exercises should:**
- a) be follow-up after the recovery exercise
 - b) precede stretching exercises
 - c) precede endurance exercises
- 9. What exercises are not included in general developmental exercises?**
- a) clap exercises
 - b) exercises using a gymnastic bench
 - c) aerobic exercise
 - d) exercises with a small ball
- 10. Flexion and extension of the fingers sequentially, begins ...**
- a) from the index finger
 - b) from the little finger
 - c) from the thumb
- 11. Walking with a gradual slowing down of the pace, breathing exercises and muscle relaxation exercises are such exercises. are called**
- a) preparatory exercises
 - b) finishing exercises
 - c) final exercises
- 12. Correct hand position when inhaling:**
- a) hands forward
 - b) hands down
 - c) hands up
- 13. What should be the heart rate of a healthy student when performing general developmental exercises?**
- a) 80 – 100 beats. in min.
 - b) 60 – 70 beats. in min.
 - c) 120 – 160 beats per minute.
 - d) 90 – 120 beats. in min.
- 14. Select exercises that are not used in the main general developmental complexes:**
- a) swing exercises
 - b) static exercises
 - c) acrobatic exercises.
 - d) slow movements
- 15. Gymnastic sitting is:**
- a) the position of the student sitting on a chair or bench, hands along the body touch supports at the pelvis or slightly set back
 - b) the position of the student sitting on the floor with straight legs, arms along the body touch the support at the pelvis or are slightly set back

c) the position of the student sitting on an apparatus with straight legs, arms along bodies touch the support at the pelvis or are slightly set back.

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