

Table 2 presents the differences in the formation of motor qualities in boys and girls.

Table 2 – Differences in the formation of motor qualities in boys and girls

Показатель	Level values									
	Low		Below average		Medium		Above average		High	
	b	g	b	g	b	g	b	g	b	g
Quickness	2	5	1	3	2	3	2	1	1	0
Endurance	5	1	5	1	1	3	2	0	2	0
Flexibility	1	3	3	2	2	3	3	1	2	0

As can be seen from table 2 in the average preschool age, boys show higher rates of speed, girls, however, better developed endurance and flexibility.

The obtained data allowed us to build a plan to increase motor activity in children of middle preschool age using yard and Belarusian folk games.

Conclusion. Motor qualities in children of middle preschool age are low and below average. Boys show higher rates of speed. Girls of middle preschool age have better developed endurance and flexibility.

The program of development of quality and volume of motor activity with use of yard and Belarusian national games is offered.

1. Stepanenkova, E. Ya. Theory and methodology of physical education and child development: textbook / E. Ya. Stepanenkova. – 2nd ed., ISPR. – Moscow: "Academy", 2006. – 386 c.

THE RESULTS OF THE FIRST OLYMPIAD IN THE SUBJECT “PHYSICAL CULTURE AND HEALTH”

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In the Republic of Belarus, the olympiad movement in educational subjects is constantly being improved and developed. Decree of the Ministry of Education of August 1, 2018 No. 83 added another subject for which the Olympiad is held - physical education and health. One of the important reasons for updating this innovation is the problem of possession of students and school graduates with the necessary knowledge of occupations and, as a result, maintaining healthy lifestyles.

The main goal of this Olympiad is to identify and support the most capable, gifted students, increase students' interest in the subject, and deepen theoretical and practical skills.

The purpose of the publication is to analyze the results and organizational difficulties of the first Olympiad in the subject "Physical Culture and Health".

Material and methods. The material of the analysis was the content and results of the stages of the Republican Olympiad on the subject "Physical Culture and Health" of students of educational institutions.

Findings and their discussion. There was a lot of debate about what the first Olympiad would look like. It was rather difficult for the developers of the Olympiad to prepare assignments that could fully appreciate the potential of students, so she was the first. Earlier, similar attempts to conduct the Olympiad were already in the Grodno and Minsk regions, but they were not particularly popular. This knowledge served as the basis for determining the program of the Olympiad. Initially, 5 rounds were supposed - 1 theoretical and 4 practical (swimming, sports, level of physical fitness and acrobatics). In the end, 4 rounds were determined - 1 theoretical and 3 practical. Acrobatics is not yet included in the compulsory program due to too subjective assessment, but its appearance should not be ruled out in the future.

The theoretical tour consists of open, closed, and compliance tests. Depending on the stage of the Olympiad, this tour included a different number of tasks. So, for example, in the second stage, the tour contained 35 closed questions and 15 open questions. At stage 3 there were already 30 closed questions, 15 open questions and 5 assignments for compliance. The questions were on various topics that are included in the section of the basic program of physical education knowledge, such as: Olympism and the Olympic movement, the Olympic Games of antiquity, Healthy lifestyle, Methods of independent studies, Physical qualities, Fundamentals of sports, Rules for safe behavior in sports and physical education. The organizing committee of each stage of the Olympiad determines the time allotted for the implementation of this tour (from 1 to 3 hours). For each correct answer, the participant was given 1 point. Summing up the results was carried out according to the rank of the greatest completion of the test tasks, with the equality of the scored points, the participants are awarded the same places.

Practical tour - swimming. At the second stage of the Olympiad, this round was not mandatory and the results were not included in the selection for the regional stage. The only condition for this tour was the ability to swim. Students need to overcome a 50 m freestyle in a minimum amount of time. The participant was allowed to alternate between different styles of swimming and independently choose how to start: from the nightstand, from the side or from the water. The result was recorded with an accuracy of 0.01 sec. The results were summed up according to the ranked place of the shown least time, with the equality of the places won, the participants are awarded the same rank.

Testing the level of physical fitness. Pupils performed familiar tests for all, which are described in the curriculum and are performed by students in the first and fourth quarters - shuttle 4x9 meters, long jump from a place, leaning

forward from the starting position sitting on the floor, raising and lowering the body in 1 minute for girls and pulling up in the hang on the bar for young men. In each test, the participant was awarded a rank (in shuttle race by the least time, in the other types - by the highest result), then the ranks of four species were summed up and the ranking place of the tour was determined by the least amount.

The most difficult to organize and conduct was a tour - sports games. Long debates about this tour did not allow unanimously to develop a methodology for the tour, so the developers of the tasks of the second stage decided at their discretion. So, in the Vitebsk region, tasks for the sports game of basketball were developed, which were exactly the same for all students. In the Grodno region, a complex exercise was used, consisting of the technical techniques of the four studied sports games (basketball, volleyball, handball, football). At the third (regional) stage of the Olympiad, the child was given the right to independently choose one game before the Olympiad. Each view included three tasks. The first is the assessment of the target accuracy of the exercises (free throws, penalties, passing the ball into a specific area). The result was recorded by the number of hits (the number of points scored). The second - included a combination of technical techniques (dribbling) with shuttle running. The result was recorded by the total time of the task, taking into account the penalty time. Third - the integrated implementation of techniques and their combination, performed on time. The results of each task were summed up according to the relative result (formula: $100 \times \text{result} / \text{best result}$), then the relative results of three tasks were summarized and the rank of the participant was determined.

The results of the Olympiad were summed up by the lowest total sum of ranks. In the case of the same sum of ranks, the advantage for the student who has taken more than 1, 2, 3, etc. places on tours. According to paragraph 51 of Instruction No. 73, the winners of each stage of the Olympiad are awarded with diplomas of I, II and III degrees and prizes. The number of diplomas of each degree at each stage is determined on the basis of the following proportion: not more than 50% of the number of winners is awarded with diplomas of the III degree, not more than 30% - diplomas of the II degree, not more than 20% - diplomas of the I degree, but not more than 45% of the total number of participants. The winners of the regional stage were given a privilege upon graduation - 100 points for the entrance test, i.e. on physical education.

Summing up the results of the first republican Olympiad, the Grodno region has 7 diplomas, the Mogilev region has 6 diplomas, the Gomel region has 5 diplomas, and the city of Minsk, Minsk and Brest have 4 diplomas. The Vitebsk region does not have a single diploma, 4 students were awarded certificates of appreciation, which means that they did not have enough to receive diplomas. In order to understand what the reason is, one should analyze the results of the regional and regional stages.

In our opinion, the main errors in the behavior of the second stage were:

1. One game was defined for everyone - basketball. Thus, children involved in other game sports found themselves in unequal conditions with children involved in basketball. While at the regional stage, 33 students (66%) chose basketball, 10 people (20%), volleyball, 5 athletes (10%), and 2 people handball (4%). At the republican stage, the most popular was handball - 29 participants (40.8%), 22 people (31.0%) chose volleyball, 12 (16.9%) - basketball and 8 (11.3%) - football;

2. it was wrong not to take into account the results of swimming during the selection for the third stage, since in fact it turned out that some children only knew how to stay on the water and it was problematic for them to overcome 50 m. 10 girls covered the distance in more than 1 min., In while at the republican stage there were no such results at all;

3. in preparation for the Olympics, due attention was not paid to the theoretical tour. If we analyze the level of theoretical training of students, then this indicator is 42.3% at the district stage and 46.9% at the regional stage, while at the republican stage this indicator is 66.9%.

Conclusion. Earlier, the lesson of physical culture and health at school was perceived by many as a lesson in physical fitness, filled with active movements, the opportunity to play, and the formation of knowledge was usually associated with other educational subjects. With the introduction of the Olympiad in physical education, I want to believe that the attitude towards the subject has changed for the better. Pupils will be interested in the subject and even if not everyone will choose a specialty related to the sports field, but they will lead an active lifestyle and promote it wherever they are.

EVALUATION OF THE USE OF VISUAL MATERIALS ON “ADAPTIVE PHYSICAL CULTURE” IN CHILDREN WITH A MODERATE AND SEVERE MENTAL RETARDATION

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The introduction of an inclusive approach has already become not a feature, but the need to improve the work in the field of education for people with disabilities. States are obliged to create conditions that ensure equality of education and the implementation of constitutional law by all categories of students on the quality of educational services and health protection. Ratification by Belarus of the Convention on the Rights of Persons with Disabilities in October 2016 gave a new impetus to the implementation of a set of measures aimed at improving the lives of people with disabilities, including in the field of education and health, updating and improving various educational areas [1].