


EDUCATIONAL ESTABLISHMENT
“VITEBSK STATE UNIVERSITY NAMED AFTER P.M. MASHEROV”

Faculty of Physical Culture and Sports

Department of Theory and Methodology of Physical Education and Sports
Medicine

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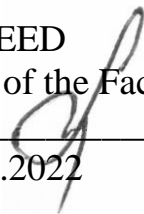
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13.04.2022 O.N. Malach

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EDUCATIONAL AND METHODOLOGICAL COMPLEX
IN THE ACADEMIC DISCIPLINE

**SPECIAL OLYMPICS MOVEMENT
FOR PERSONS
WITH INTELLECTUAL DISABILITIES**

for the specialty of the second stage of higher education

1-08 80 04 Physical culture and sports
(a profile "Pedagogical activity in improving and adaptive physical culture")

Compiled by: P.I. Novitski

Reviewed and approved at the Meeting
of the Research and Methodology Council 05.05.2022, minutes № 4

UDC 796.034-056.3(076.5)
BBK 75.491.067я73
S78

Published by the decision of the Research and Methodology Council of the Educational Establishment "Vitebsk State University named after P.M. Masherov". Minutes № 2 d/d 05.01.2022.

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S78 Special olympics movement for persons with intellectual disabilities: for the specialty of the second stage of higher education 1-08 80 04 Physical culture and sports (a profile "Pedagogical activity in improving and adaptive physical culture") : educational and methodical complex in the academic discipline / compl. by: P.I. Novitski. – Vitebsk : Vitebsk State University named after P.M. Masherov, 2022. – 52 p.

The educational-methodical complex is developed and made for methodical maintenance of the guided organized auditory and independent educational work of students on development of discipline "Olympics movement for persons with intellectual disabilities" in volume of requirements of the educational standard and the curriculum for foreign students of the specialty 1-08 80 04 Physical culture and sports (a profile "Pedagogical activity in improving and adaptive physical culture").

UDC 796.034-056.3(076.5)
LBC 75.491.067я73

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EXPLANATORY NOTE

Educational-methodical complex (EMC) on educational discipline "Special Olympic movement of persons with intellectual disabilities" is developed and compiled in accordance with the requirements to the preparation and approval of educational-methodical complexes. Its structure and content meets the requirements of the educational standard of higher education of the second level (master) of specialty 1-08 80 04 Physical Education and Sports (OSVO 1- 08 80 04 - 2019), the curriculum of specialty 1- 08 80 04 Physical Education and Sports (profile "Pedagogical activity in recreational and adaptive physical education").

The purpose of EMC is a methodological support of managed organized auditory and independent academic work of students in mastering the discipline "Special Olympic Movement of persons with intellectual disabilities" in the scope of the requirements of the educational standard and the curriculum of the specialty.

The main objectives of the EMC:

- to disclose the program content of the sections and topics of the discipline "Special Olympic Movement of Persons with Intellectual Disabilities";

- to ensure that students effectively master the educational material included in the curriculum of the discipline "Special Olympic Movement of Persons with Intellectual Disabilities";

- Activate the cognitive activity of students, develop the ability to work independently with the educational and methodical literature;

- to promote the mastery of special methodological knowledge of the organization and conduct of the main programs of the Special Olympic Movement;

- To provide practical mastering of the skills of organizational work on carrying out of separate sports events according to the Special Olympics (SO) programs;

- Create conditions for interaction between students and children with developmental disabilities and provide support and assistance in preparation (training) and participation in sporting events.

The educational-methodical complex for the discipline "Special Olympics for persons with intellectual disabilities" in its structure includes the following sections:

Introduction to EMC (explanatory note).

Theoretical section, containing the learning content of the discipline: topics and issues studied during lectures.

A practical section containing materials for practical and seminar classes.

Section of knowledge control, including the requirements for mastering the discipline, the criteria for assessing and testing students' knowledge of the discipline, the list of tasks for current knowledge control, methodological

guidelines for the organization and control of students' independent work; the list of requirements for the final certification of the discipline.

The main methods of teaching the discipline are lectures and practical exercises. The overall structure of the course and the ratio of individual topics can be varied at the discretion of the teacher, depending on the form of education received by students and in changes that contribute to improving the quality of teaching educational material.

In accordance with the curriculum, 40 hours are allocated for the study of the discipline, including 32 classroom hours for the Full-time form of education, and 12 classroom hours for the Parttime form of education. Independent work of students is carried out outside of classroom classes according to the schedule. The final form of control is a credit.

Distribution of classroom time by type of classes, courses, semesters

Form of obtaining the 2nd stage of higher education	Course	Semester	Hours				Current assessment form
			Lectures	Practical classes	Seminar courses	Self-guided work	
Daytime	1	2	4	28		8	Exam Credit

In the conditions of intensive development of information technologies in the sphere of education and their increasing relevance in the educational process, e-learning complexes are the main tool for implementing distance learning technologies today.

1 THEORETICAL SECTION

1.1 MODULE 1. SPECIAL OLYMPIC MOVEMENT, A SOCIAL PHENOMENON OF THE SPORTS MOVEMENT OF PERSONS WITH INTELLECTUAL DISABILITIES

1.1. Lecture 1. Special Olympics (SO): At the Beginning, Today, in the Future

Questions:

1. *History of the origin of SO. Eunice Kennedy-Shriver is the founder of the Special Olympics Movement.*
2. *Transformation of SO into the world's largest program. Major sport events.*
3. *SO philosophy, purpose and mission.*
4. *The principles of SO as a program of training and competitive activity for people with intellectual disabilities.*
5. *The text of the oath at the SO competition. Official emblem and symbol of SO.*
6. *Main and supporting SO programs.*
7. *SO International (SOI).*
8. *Goal and objectives of SO for the future.*

At the end of the 50s in the USA, on the initiative of Eunice Kennedy-Shriver, physical culture, health and sports work among people with mental retardation was actively developed. In 1968, she founded the public organization Special Olympics, whose activities grew into the worldwide Special Olympic Movement, also recognized by the IOC.

Unlike the Paralympic Movement, where the participants are athletes with disabilities in physical and / or mental development, aimed at demonstrating high sports results in their chosen sport (classified by the corresponding sports titles and categories), the uniqueness of the SO is that it provides the opportunity to participate in sports training and competitions for people with mental retardation of all levels of physical abilities (even with very severe impairments of psychomotor development), who were not previously involved in sports events in any way. If in the foreground of participation in the Paralympic competition is the conquest of *victory*, then in SO it remains in the background, and *participation* in the competition is the primary one.

1. The history of the emergence of Special Olympics. Eunice Kennedy-Shriver is the founder of the Special Olympics Movement.

The history of the sports movement among people with mental retardation has passed a relatively short (about 40 years), but very progressive path of its formation and establishment in the life of the world community.

The leading part in this story was played by the world-famous public international organization “Special Olympics” (Special Olympics), the emergence and activities of which are associated with the name of Eunice Kennedy Shriver, the sister of US President John F. Kennedy. For her accomplishments in community service, Ms. Shriver was honored with the Presidential Medal of Freedom, the United States' highest civilian award.

Eunice Kennedy was born in Brooklyn, Massachusetts, in the family of US Senator Joseph P. Kennedy and Rose Fitzgerald Kennedy. After getting her Bachelor of Science in Sociology from Stepford University, California, Ms. Shriver worked at the US Department of State, where she held a variety of public service positions.

In 1957, she initiated the Joseph P. Kennedy Jr. Foundation to benefit American citizens with intellectual disabilities. Under her leadership, the foundation supported significant advances in areas such as medical research and public education. In the course of the fund's activity, the physical culture, health-improving and sports direction was acquiring an increasing role.

In June 1963, at her home in Maryland, Eunice Kennedy Shriver created a summer day camp for children and adults with mental retardation to study their abilities in various sports and physical activities, as well as to actively carry out physical fitness and sports work with these people. In subsequent years hundreds of communal and private organizations across America set up such camps, funded by the Kennedy Foundation. The activities of these camps prove that the physical capabilities of persons with mental retardation far exceed previous estimates.

Realizing that people with mental retardation need more opportunities to participate in sports training and sports competition, in 1968 Eunice Kennedy Shriver plans and organizes an international sports event to demonstrate this need. On July 19–20, the Kennedy Foundation hosts the First International Special Olympics at Soldier Field (Chicago), where 1,000 people with special needs from 26 US states, as well as Canada, competed in athletics, swimming and floor hockey.

In the same 1968, the Joseph P. Kennedy, Jr., Foundation, in accordance with the laws of the District of Columbia, creates “Special Olympics”, as a non-profit charitable organization. The National Association of Mentally Retarded Citizens, the Council of Exceptional Children and the American Mental Disability Association pledged their support for this first systematic effort to provide athletic training and competition for people with intellectual disabilities, based on and in the spirit of the Olympic tradition. Thus, *1968 became*

the official date of the beginning of the activities of the Special Olympics public organization and the embodiment of its mission, principles and objectives in world social practice. Thanks to the enthusiasm and vigor of Eunice Kennedy-Shriver and her spouse Sargent Shriver (the first Director of the Peace Corps and the US Ambassador in France from 1968 to 1970), who headed the SO as its president, a new sports movement of people with intellectual disabilities has spread around the world.

In June 1970, the International Special Olympics Games were held for the first time outside the United States and Canada - in France. 550 athletes took part in the competition.

International Special Olympic Games in summer sports (since 1968) and winter (since 1977) become permanent and obligatory events in the activities of the SO organization.

Each subsequent major sport event in the Special Olympic Movement (international, European Special Olympics) was distinguished by an increasing number of athletes, participating countries, as well as the inclusion of new sports in the competition program. At the same time, when planning a competition, the leaders of the SO always put forward a strict requirement for the organizers - holding any sport event at the highest (world) organizational level.

In December 1971, the US Olympic Committee officially recognized SO as one of two organizations that are entitled to use the word "Olympic" in their name.

In the implementation of the mission of the Special Olympic Movement, active support and assistance is provided by state and private organizations, famous politicians, artists, businessmen, athletes, all people who are not indifferent to the fate of people with mental and physical disabilities; International Special Olympics reports are broadcast by leading television channels and programs.

2. Transformation of SO into the world's largest program

By the beginning of 1983, the number of national accredited SO programs operating in the world reached 50 with the participation of all continents, and the number of SO trainers trained at SO coaching schools reached 25,000 people. In July 1985, the People's Republic of China becomes the 65th country to join the international SO movement.

The active, rapidly expanding activity of SO International is gaining more and more recognition and support from the world community.

In February 1988, at the 15th Olympic Winter Games in Calgary, President of the International Olympic Committee (IOC) Juan Antonio Samaranch, signs a historic agreement with Sargent and Eunice Kennedy-Shriver, in which the IOC officially recognizes Special Olympics and authorizes the use of the Olympics name.

By this time, SO had twenty years of experience in implementing its programs, covering mentally retarded people in sports activities in all states,

in four territories of the United States and in 73 countries of the world. Preparation and competition were carried out in ten summer, six winter and six demonstration sports. In the international arena, SO activities were supported by more than 500 thousand volunteers, including 100 thousand trainers.

Currently, the Special Olympic Movement has brought together more than 2 million people involved in sports, aged from 8 years and older in over 180 countries around the world. In Europe / Asia alone, where more than 15 million people with mental retardation live under the auspices of SO Inc. 57 accredited national programs created (including in the Republic of Belarus), hundreds of thousands athletes, tens of thousands volunteer coaches are involved in sports activities; annually in almost 30 kinds of sports, about 3 thousand competitions of local and national level are held.

3. SO philosophy, goal, objectives and mission

The philosophy of creating SO was based on the belief that people with mental retardation can, with appropriate attitudes and systematic training, master the available sports skills, and as a result, enjoy and benefit from participating in individual and team sports, adapted as to fit the needs of people with certain mental and physical disabilities.

SO believes that training and competition will contribute to the physical, social and psychological development of people with mental retardation and help them enter a larger society in an environment in which they are accepted, respected, and empowered to become useful and productive citizens. Athletes gain confidence in sports and create a positive self-image that is transferred to school, rehabilitation center, home, work and community. In addition, training in SO will strengthen interpersonal relationships and families, generating stronger recognition of opportunities (talents) and stronger support among athletes, parents of children, relatives and caregivers, fosters friendship between volunteers and athletes, and provides a better understanding of the characteristics of people with intellectual disabilities.

The main *goal of SO* is to support and help people with intellectual disabilities become full members of society, taking a productive part in public life, offering them a fair opportunity to develop self-confidence and demonstrate their skills and talents through sports training and competition.

Thus, the *mission of SO* is to organize systematic physical activity, year-round training and competitions in various Olympic sports and special programs for children and adults with mental disabilities, which creates constant opportunities for improving their physical fitness, demonstrating courage, receiving joy, developing talents, skills and friendships with family members, other SO athletes and society in general.

4. SO principles.

The fundamental principles on which the SO organization was founded, and which currently determine the order of its activities, include the following guidelines:

1. The spirit of SO includes universal values that cross all boundaries, both geographic and national, political, age, racial and religious.

2. The organizational basis for all practical activities of SO is the goal of helping all people with mental retardation to integrate into society as respected and useful citizens.

3. The SO organization should create the opportunity for sports training and participation in competitions for all people with mental disabilities living in the world community, aged from 8 to 80 years (and older), regardless of their degree of physical disability and social status.

4. All SO activities at the local, national and international levels reflect the values, standards, traditions, ceremonies and events associated with the contemporary Olympic Movement.

5. Training sessions and sports programs must be conducted by trained coaches (organizers) in accordance with the standard Sporting Rules formulated and adopted by SOInc.

6. Each athlete who participates in a particular sport or SO program must complete a minimum of eight weeks of appropriate special training (coaching) in that sport or program.

7. Each SO sports program provides each participant (regardless of the degree of intellectual disability) the same opportunity to achieve maximum success.

8. At each award ceremony, in addition to the traditional medals for first, second and third place, all athletes who took fourth place and further to the last participant receive an award (honor) ribbon at the corresponding ceremony.

9. Training and competition for people with intellectual disabilities should be carried out with the participation of local volunteers, from school age to older citizens, in order to create greater opportunities for public understanding, adequate attitude and interaction of both sides.

10. Although SO is mainly the program of sports training and competitions, during any sports event, its inseparable part is a whole range of artistic, social and cultural events (sports performances, dances, art exhibitions, concerts, excursions, etc.).

11. The activities of SO in each country are primarily aimed at expanding the mass of sports activities among the population with mental retardation.

12. SO encourages the sporting programs of cities, provincial and national levels to include performances by SO athletes as major events.

13. SO activities should be public, gather a large audience, and be fully covered by the media.

14. SO assigns an active role to the families of SO athletes in the activities of local accredited programs, participation in the training of athletes and their competitive activities.

5. SO Oath.

At the opening ceremonies of the World Games and other SO competitions, athletes say the *oath* : "Let me win, but, if I cannot win, Let me be brave, in the attempt!" "Let me win, but if I can't win, let me be brave in this attempt!" The Special Olympics oath was first spoken by Eunice Kennedy- Shriver at the Soldier Field in Chicago at the First International Special Olympics Games in 1968.

SO has the official emblem and symbol legally protected by SOInc. (Dr. 1, 2).



Drawing 1 – Official emblem of Special Olympics



Drawing 2 – Official symbol

6. Special Olympic programs

Today Special Olympics includes about 50 special programs.

SO sports programs are the pillar around which supportive programs aimed at the formation and development of personality are united.

There are three levels of basic sports programs.

1. **First level program.** This is MATP - *motor activity training program*. This program is aimed at the development of children with severe mental and physical disabilities. This level of the program is *an adaptation program*.

2. **Second level program.** A *traditional sports program* aimed at organizing year-round training and competition in traditional Olympic sports for people with mental disabilities. This level of the program is both *an adaptation program and an integration program*.

3. **Third level program. Unified Sports program.** This area is a program that gives people with intellectual disabilities (Special Olympics athletes) and people without intellectual disabilities (partners) the opportunity to participate in training sessions and competitions together, as part of one team. This level of the program is *the integration program*.

The most popular *SO support programs* include:

- Healthy Athlete Program.
- Sports Leader Program.
- Volunteers program.
- “Join” program.
- Flare Run Program.
- Family program.
- Mega-City program.
- Athletes for Progress program.
- Sports Camps program etc.

7. Special Olympics Incorporation (SOInc).

The governing body of the SO movement around the world is *Special Olympics Incorporation - SOInc.* (former SO International - SOI). SOInc. is a U.S. tax-exempt charitable organization.

SOInc. is managed by the Board of Directors of accredited programs (Board of SOInc.), which is fully responsible for the development of all policies for the management of SOInc and the movement of SO in general.

Accredited programs are officially registered organizations (regional, national or local level) accredited by SOInc. for organizing and conducting training programs and competitions for SO within a certain jurisdiction (region, country).

Geographically, all accredited programs are divided into six regions in order to facilitate effective leadership and the spread of the movement throughout the world:

- Africa (West, East and South).
- Asia / Pacific Ocean.
- Europe / Eurasia.
- Latin America.
- Middle East and North Africa.
- North America.

8. Goal and objectives of SO for the future.

Prospective activity of SOInc. and the Special Olympic movement as a whole for the future pursues the following strategic goals and objectives of SO:

1. Socio-legal, economic and program-regulatory strengthening of local and national Special Olympics.
2. Increase in the number of athletes of all levels of fitness.

3. Improving the quality of sports leadership of Special Olympics at all levels, improving the quality of training and competition.
4. Improving the quality of coach training.
5. Providing athletes with additional sports opportunities through sports camps, home training programs, the Partner Club® and other appropriate means.
6. Improving the quality of competitions within the framework of the National Program, especially at the local and regional levels.
7. Expanding opportunities to participate and compete under the Unified Sports® SO program.
8. Expansion of the Physical Activity Training Program in order to involve more athletes with serious and severe disabilities in SO.
9. Attracting more volunteers, coaches, family members to the sports movement.
10. Expansion of research work in improving the scientific and methodological support of the SO and the study of the sports capabilities of its participants.
11. Popularization of the movement in society.

1.2 Lecture 2. General characteristics of the main programs of Special Olympics. Special Olympics in Belarus

Questions:

1. *Traditional sports program (sports classification, principle of equal participation, rewarding).*
2. *Unified sports (goals and objectives, the principle of reasonable participation and the formation of SO sports teams).*
3. *Physical activity training program (types of sports program of the competition, lack of competition, partial participation, rewarding).*
4. *Historical background of the formation of the national SO program in Belarus. The first All-Union seminar and competitions in SO. Participation of the republics of the USSR in the World Special Olympic Games.*
5. *Public association "Belarusian Special Olympic Committee", the main goals and content of the work.*
6. *Distribution and content of sports work among persons with intellectual disabilities in Belarus.*
7. *Development of the motor activity training program in the Republic of Belarus. The participation of Vitebsk State University in the field of adaptive physical culture and the implementation of MATP tasks.*
8. *Special Olympics in Belarus – today.*

The uniqueness of SO competitions lies in providing the opportunity for athletes of different levels of fitness (even with very low opportunities) to

successfully participate in them. This is achieved by including programs of various difficulty levels in the competition.

1. **Traditional sports program.** The organization of the training process and the performance of athletes with mental retardation at competitions in Olympic sports is the most massive official SO program (due to the fact that it is mainly attended by athletes with mild and moderate mental retardation, the percentage of which is higher than those with more pronounced and severe forms of psychophysical disorders). Year-round training and organization of various level (rank) competitions under the auspices of the SO cover 26 Olympic sports.

Sports, in the training and competition of which the athletes of the SO take part, are divided into *official and demonstration*. At the same time, the SOInc Board of Directors defines how and when to classify certain sports as official or demonstration.

Official sports designated by SOInc as part of the official program of sports training and competitions, SO are divided into summer (athletics, gymnastics, football, volleyball, equestrian sports, etc.) and winter (skiing, floor hockey, speed skating, figure skating, etc.).

Demonstration sports are sports not classified by the SOInc as official sports, but included by SOInc in the training and competition programs of SO. These include: canoeing, badminton, handball, sailing, etc.

In addition, there are certain *nationally popular* sports in SO, for example, ice stock, cricket, etc.

Sports which, according to SOInc and the Medical Advisory Committee, do not enforce minimum health and safety standards or expose the health and safety of athletes (as well as nearby persons: other athletes, assistants, referees, spectators, etc.) to unreasonable risk are *prohibited* in SO:

1. Athletics: javelin throw, hammer throw, vault, triple jump.
2. Water sports: highboard dives.
3. Trampoline, acrobatics.
4. Skiing: biathlon, ski jumping.
5. All contact sports: martial arts, wrestling (except judo), karate, boxing, rugby, American football.
6. Shooting, fencing.

These sports are currently prohibited from being included in Special Olympics and competitions or training programs.

According to medical research data, 10-15% of people with Down syndrome have an abnormal connection of the C-1 and C-2 cervical vertebrae, defined as atlantoaxial instability, which can lead to injury if the neck or upper spine part is excessively stretched, rotated, or completely bent. In this regard, when athletes with Down syndrome participate in SO, appropriate precautions are taken:

- An athlete with Down Syndrome can participate in most SO competitions and training programs if the athlete undergoes a physical examination (including a full neck extension and rotation x-ray) with the participation of a specialist who is aware of the state of atlantoaxial instability and believes that, based on the results of the examination, the athlete's state of atlantoaxial instability was not found.

- In cases that do not meet the above requirement, the athlete may not participate in sports programs that result in excessive stretching, rotation, bending or pressure on the neck or upper spine. These types of competitions and training programs include butterfly-style swimming, diving, pentathlon, high jumping, equestrian sports, rhythmic gymnastics, football, mountain skiing, as well as any warm-up exercises leading to excessive pressure on the neck or head.

The fundamental difference between SO competitions and competitions organized by other sports organizations is that athletes of all ability levels are encouraged to participate and each athlete's participation is recognized accordingly.

In this regard, the competitions are organized so that each athlete has equal chances for a successful performance. The competition is structured in such a way that athletes compete with other athletes of the same level, abilities in the so-called *divisions*, specially formed to achieve these goals. The number of athletes in one division must be no more than 8 people.

SO proposes to form divisions in such a way that the difference between the highest and the lowest results of athletes within each division is no more than 10%. This recommendation for a 10% difference is not a rule (in exceptional cases, to form divisions of athletes, it has to be extended to 15-25%), however, it should be considered as a principle of forming divisions of equal level of ability, if there is an appropriate number of participants. Thus, for example, in running competitions, athletes from their division enter the starts (that is, they compete and are awarded within their division).

Rewarding is a very important aspect of the competition, which immediately after the performance becomes the dominant expected event for SO athletes.

At all National Competitions and higher, the SO athletes who take first, second and third place must be awarded official medals. Medals must not be awarded to athletes and teams finishing fourth to eighth in each division. But these athletes are necessarily presented with award ribbons. An indispensable condition for the ceremony of awarding is the presentation of awards in the order: from the last places to the first. In any SO competition, awarding begins with the athlete (or team) who takes the last place in the division and ends with the first.

Athletes in individual performances, as well as teams or individual team members “who have not achieved the result”, “have not completed their

participation in the program”, or “disqualified” for violation of sports rules (except for cases of unsportsmanlike conduct and violation of division into divisions) must receive ribbon for participation in the competition (participant ribbon).

When conducting competitions (as well as during the training process), it is necessary to strictly follow the specific safety requirements for each sport and adhere to the general medical requirements and precautions in the sports facilities where they take place. To ensure adequate support of the training process and competition, a ratio of athletes and coaches in a ratio of four to one (4: 1) is recommended.

2. The Unified Sport /

Unified Sports® SO program was created by SO International to empower athletes who are looking to take sports to the next level and significantly increase their participation in society.

Unified Sports® is an organization of training and competition in which both mentally retarded athletes (SO Athletes) and non-mentally retarded athletes (referred to as Partners) of comparable age and capabilities participate together in a certain proportion in the same teams.

Athletes without Intellectual Disabilities (Partners) may be recruited from schools, community groups, organizations, clubs or other local organizations. Unified Sports® is an important program as it breaks down barriers that have historically existed between people with intellectual disabilities and society.

The Unified Sports® program allows you to achieve the following goals:

- *Improving the sportsmanship of SO athletes.*
- *Gaining experience of participation in competitions.*
- *Friendly relations in society.*
- *Participation in the life of the community.*
- *Educating the public about the personality, skills and abilities of people with intellectual disabilities.*
- *Participation of families of SO athletes.*
- *Growth in the number of SO athletes.*
- *Personal development.*
- *Expansion of the leisure sphere.*
- *Promotion of SO and its mission.*

In Unified Sports®, each team of Athletes and Partners must be judiciously participatory. *The principle of reasonable participation of the players of one team does not imply the management of the game of two opposing teams (Athletes and Partners), but their full interaction and performance as a single team.*

The age of team members must be within the same limits: its difference for participants under 21 years old and younger can be from three to five years, and from ten to fifteen - for athletes from 22 years of age and older.

The Unified Sports Specific Rules recommend that the distribution of Athletes and Partners in a team be approximately equal (as close as possible to a 50/50 ratio), but the number of Athletes should never be less than the number of Partners. If the number of players on the court is even, then the number of Partners and Athletes is equal. If it is odd, then there are correspondingly more athletes.

When forming the composition of teams, 3 main variants of this process can be observed:

1. *A team of dominant partners.* The group of players is well balanced, with the exception of two Partners with higher abilities. In competitions, such a composition often leads to dominance of Partners and a lack of reasonable participation by Athletes. These Partners should be involved as assistant trainers.

2. *A team of athletes with low abilities.* The group of players is well balanced, with the exception of two Athletes with lower abilities. In competition, such a composition often leads to risks to the safety of these Athletes and their lack of reasonable participation.

3. *Balanced team.* The group of players is well balanced, allowing both Athletes and Partners to interact on an equal footing and to each take a full part in the struggle for the success of the team.

Athletes and Partners, prior to competing in competition, must jointly participate in training sessions of at least eight weeks duration under the guidance of a qualified coach who has completed special courses to study this program.

3. Physical activity training program.

In 1988, specialists (USA, Poland, etc.) in the field of education and health developed Programs for the training of motor activity - MATP (**M**otor **A**ctive **T**raining **P**rogram). A common synonym for the name of this program in Eastern Europe is the "Movement Training Program" (MTP).

The movement training program is specially designed for people who cannot participate in training and competitions in official sports of Special Olympics and Unified sports (and even reproduce certain technical elements from any sport) due to severe psychomotoric disorders and behavior problems that prevent them from following the sport rules. As a rule, these are persons with severe forms of cerebral palsy, having severe intellectual disabilities (pronounced imbecility).

The main principles reflecting the philosophy of this program are:

Lack of competition (this is a program that focuses on training and participation, not competition. There are no rules governing the course of the competition, and there is no reward system for first, second, etc. The goal of the program is to give all participants the opportunity to participate in sports activities without having to follow strict rules or compete with others. Competition in MATR is a demonstration by a participant of that exercises that he was able to master in training).

Partial participation (the performance of the mastered exercises at the demonstration competitions can be either independent or with the participation

of an assistant: partial help and almost complete physical support of the actions that the participant must demonstrate).

Awarding of all participants in a sporting event (competition) without any differentiation.

The main components of the competitions held according to the motor activity training program should be:

1. Opening ceremony (presentation of participants during the parade or otherwise, greetings, demonstration performances).

2. Sports program (demonstration of personal achievements by participants in one or more exercises).

3. Rewarding : Participants receive awards and prizes for their participation.

4. Closing ceremony (completing a group comic event or a game in which everyone, including parents, volunteers and coaches, takes part, the movement of all participants in the event in a “circle of friendship”, etc.).

Demonstration of personal achievement is the most unique aspect of the program. The obligatory minimum duration of preparation of each participant for such competitions must be at least 8 weeks. The types of the sports program of these competitions represent the simplest movements and elementary motor tasks (raising the head, crawling, throwing rings on a rack, throwing a ball into a ring on the floor, knocking down pins, walking or moving in a wheelchair between racks, etc.), which, along with independent execution, can be performed with verbal support and with the physical assistance of an assistant. Physical assistance can include: support, pushing, fixation of individual positions, and full guidance of movement.

The considered basic sports programs are widely cultivated at competitions of various levels: local (schools, clubs), national (within the country), international and world. The strategic goal of SO is the maximum coverage of the population with intellectual disabilities by the training process and performances at sports competitions and providing the opportunity to fulfill this desire and right to any mentally retarded citizen. SO programs exclude the situation when any disabilities and serious disorders of the physical and mental development of a person can hinder the realization of this opportunity.

4. Historical background of the formation of the national SO program in Belarus. The first All-Union seminar and competitions in SO. Participation of the republics of the USSR in the World Special Olympic Games.

The development of adaptive sports in Belarus is inextricably linked with the history of the formation of sports involvement in Russia and the former Union of Soviet Socialist Republics (USSR).

If by the beginning of the 80s the republics of the USSR had already to a certain extent carried out sports training of disabled people to participate in the Paralympic Games (since 1980), then there was no connection with the movement of the SO at all.

SO came to Eastern Europe on the territory of the USSR in 1990.

In February 1990, the first All-Union seminar for physical culture specialists was held in Sukhumi (Georgia) under the auspices of the SOI, dedicated to the organization of sports work with mentally retarded people under the SOI program. At this seminar, the public organization "All-Union Committee of the Special Olympics" was created, which marked the beginning of the development of the sports movement of people with mental retardation in all the republics of the former Soviet Union. The seminar was attended by Russian and American scientists in the field of physical education of persons with mental retardation, employees of the Ministries of Education, Social Security, health, physical education teachers, speech pathologists, as well as specialists from SOI headed by the president of this organization, Mr. Sargent Shriver.

In the spring of 1990, the first All-Union competitions were held, at which athletes from Russia, Belarus, Azerbaijan and Uzbekistan were selected to participate in the European Summer Special Olympics. On June 20-28 in Glasgow (Scotland), the USSR national team (23 athletes with mental retardation) participated in the first international special competitions in athletics, swimming, gymnastics and handball.

In June 1991, the USSR team, which included representatives of all the Union republics, including Belarus, participated in the Summer World Special Olympic Games in Minneapolis (USA), in athletics, swimming, weightlifting, gymnastics, volleyball, basketball, football, table tennis, handball.

In December 1991, with the collapse of the Soviet Union, the All-Union Special Olympics Committee was liquidated and the public organization Special Olympics of Eurasia was created, whose mission was to organize independent national programs in 12 young independent states of the territory of the former Soviet Union and assist in their work.

5. Public association "Belarusian Special Olympic Committee", the main goals and content of the work.

In Belarus, the national SO program was recognized by the international SO movement in 1992. The governing body of the movement was the public organization "Belarusian SO Committee" (PA BCSO), which was headed by the President of the PA BCSO, a leading specialist of the Ministry of Education of the Republic of Belarus V.A. Shukh and the national director of the program G.A. Dzurich.

In order to achieve the main goals, the BCSO solved the following tasks:

- implementation of activities that contribute to the social adaptation of persons with intellectual disabilities by means of physical culture and sports;
- formation of a healthy personality capable of benefiting society;
- strengthening families with children with developmental problems;
- providing consulting, informational, organizational, legal and other assistance to the members of the PA BCSO;

- development and creation of programs aimed at helping people with intellectual disabilities;
- development of the material and technical base for physical culture and sports, wide involvement of teachers, parents, athletes, social activists in classes with mentally retarded children;
- development of methods for organizing and conducting training sessions and sports competitions for persons with intellectual disabilities;
- material and moral encouragement of persons with intellectual disabilities who have achieved high results in the field of physical culture and sports, as well as coaches;
- involvement of mass media, trade union, youth, physical culture organizations, social security, healthcare, foundations, citizens of Belarus and other countries to promote physical culture and sports, healthy lifestyle, leisure activities for persons with intellectual disabilities.

To solve these problems, the efforts and main activities of the PA BCSO were directed to:

- improvement of the system of the training process and competitions, organization and holding of special Olympic Games, ensuring the participation of persons with intellectual disabilities in international competitions, special Olympic Games, etc.;
- training of coaches, social activists, psychologists and doctors, parents of persons with impaired intelligence to conduct classes with special Olympians;
- assistance in creating conditions for the organization of physical culture and sports for persons with intellectual disabilities, the development of material, technical, scientific, methodological, financial and personnel support, the widespread involvement of physical education teachers, coaches, psychologists, medical workers, parents, voluntary assistants in classes with persons with impaired intelligence, ensuring regulatory working conditions and recreation of the members of the association.

6. Distribution and content of sports work among persons with intellectual disabilities in Belarus.

The areas of work of the PA BCSO in physical rehabilitation, social adaptation and drawing public attention to the problems of persons with developmental disabilities have found full support from government agencies, ministries of education, Sports, labor and social protection.

During the period of the 1990s - the beginning of the 2000s, a fairly effective system of widespread sports work in institutions of special education and social protection of the population was quickly developed in the republic. The organizational and financial assistance of these ministries and sponsors allowed the PA BCSO to successfully conduct and make traditional in the republic:

- numerous seminars on the training of coaches, judges, volunteers; sports sections for people with intellectual disabilities in the cities of the Republic of Belarus in 16 Olympic sports;

– Republican competitions for schoolchildren and adults, including those with severe disorders of psychophysical development – "Training Day" and for preschool children – "Play Day";

– systematic participation of Belarusian athletes in Special Olympic Games at international and world levels based on the results of the National Summer and Winter Special Olympic Games held in the republic, etc.

By the beginning of the XXI century in Belarus, in the special education of children with intellectual disabilities, sports sections and competitions in sports, classes for training motor activity in children with severe developmental disabilities are included in the extracurricular sports work of auxiliary schools and in the list of sports and recreational forms of work of special preschool institutions, centers for correctional and developmental training and rehabilitation and others .

In the higher school system, specialists of BSUPC (T.D. Polyakova, M.D. Pankova, etc.) lay the scientific basis and train specialists in physical rehabilitation and occupational therapy; adaptive physical education is consistently introduced as a special discipline into the curricula of physical education in the Republic of Belarus (BSUPC, VSU named after P.M. Masherov, BSPU named after M. Tank, etc.); public associations for sports work with persons with mental retardation are beginning to appear in the republic: in 2000, a public association Vitebsk Youth Club of Adaptive Physical Culture and Sports "AFiS" (founder P.I. Novitsky) was created in Vitebsk.

7. Development of the motor activity training program in the Republic of Belarus. The participation of Vitebsk State University in the field of AFC and the implementation of MATP tasks.

In 1997, sports work began to be organized in Belarus with the category of people with severe mental and (or) physical development disorders. The impetus for the deployment of this work was the European certificate practical seminar held by SOI specialists in Poland, for teachers from sports universities in Eastern Europe to study the "Motor Activity Training Program" (MATP) and its subsequent implementation in the participating countries of this project. The Republic of Belarus in the direction of the PA BCSO was represented at this seminar by the associate professor of the VSU named after P.M. Masherov Novitsky P.I.

In 1998, two republican practical seminars were held by the Ministry of Education of the Republic of Belarus together with the PA BCSO for practitioners of special preschool, school institutions and the social protection system of the population. The purpose of the seminars was to study foreign experience in introducing new approaches of developmental and correctional work with preschool and school-age children with severe developmental disorders through preparation and participation in mass sports events, referred to in foreign practice as "Training Day". For the first time in Belarus, the official open competitions "Training Day" of the regional level, on the initiative of the Vitebsk Youth Club

"AFiS", were held by the Vitebsk Regional Department for Physical Culture, Sports and Tourism at the sports base of the Faculty of Physical Culture and Sports of the VSU named after P.M. Masherov on May 15, 1998. From May 27 to June 1 of the same year, the first open republican motor activity competitions are held in Minsk, and on December 1-4 (in the Stayki sports complex) – national competitions on the Special Olympic Game Program for preschoolers (called "Play Day" – Game Day). The preparation and holding of the competitions were carried out by the PA BCSO, the Ministry of Education, the Ministry of Sports, the Ministry of Social Protection of the Population of the Republic of Belarus.

National competitions served as an impetus for the activation of sports and mass work among children and adults with severe mental and physical disabilities in the regions and districts of the republic, and began to be systematically conducted by the special education system at the local, regional and national levels. In Vitebsk, on the basis of the Vitebsk State University named after P.M. Masherov republican competitions for the development of motor activity, sports programs and competitions for this category of persons since 1999 have become annual traditional events dedicated to the International Day of Disabled People (1999-2006). 100-120 children and adults from special educational institutions of different regions of the Republic of Belarus took part in each such event. Under the leadership of the Vitebsk Youth Club "AFiS", up to 200 student volunteers were involved in the practical activities of these competitions.

8. Special Olympics in Belarus – today.

Today, Special Olympics in Belarus consists of 6 regional programs with the participation of more than 6,600 athletes, 600 coaches, numerous SO volunteers and other volunteer groups.

In many cities of the republic, volunteer coaches carry out training work with athletes in various official sports and MATP: in Minsk (athletics, table tennis, alpine skiing, swimming, football), in Borisov (football, table tennis, MATP), in Vitebsk (gymnastics, volleyball, football, swimming, motor activity), in Gomel (equestrian), in Rudensk (bocce), in the case of Soligorsk, Novopolotsk, Smorgon, Chas, Molodechno - preparatory departments for football, basketball, swimming for preschool children and many others. More than 130 local-level competitions and national-level sporting events are held annually in the republic. Every major sporting event turns into a celebration of sports and human communication, erasing the boundaries and differences of the social status and psychophysical capabilities of its participants.

Active support and assistance in organizing and conducting various levels of physical culture and sports events (from local to republican) is provided by more than 200 officially registered volunteers of the SO, as well as hundreds of volunteers from among students, students of vocational and general secondary education institutions, teachers, parents, etc.

2 PRACTICAL SECTION

2.1 MODULE II. PRACTICAL IMPLEMENTATION OF SPECIAL OLYMPICS SPORTS PROGRAMS

2.1.1 Seminar 1. Sport in the lives of people with intellectual disability

Questions:

1. When, where, and what was the first information about physical exercise for people with intellectual disabilities?
2. Why did physical education and sports movement for the mentally disabled arise much later than for others with developmental delay (the deaf, the wheelchair user, the blind)?
3. What role do sports activities play for children and adults with intellectual disabilities?
4. Why does the issue of the mass participation in sports of people with mental disabilities remain a problem in many countries?
5. The main and auxiliary programs of Special Olympiads (CO) abroad (on the example of a foreign student's country).

Teaching and learning support:

Begidova, T.P. Fundamentals of adaptive physical culture: textbook. allowance for universities / T.P. Begidova. - 2nd ed., Rev. and additional – M.: Publishing house Yurayt, 2017. – 188 p.

Briskin Yu. A. Adaptive sport / Y. A. Briskin, S. P. Evseev, A.V. Perederiy. - Moscow: Sovetskiy Sport, 2010. – 316 p.

Special Olympics: Special Olympics: Course of lectures /Writer P.I. Novicki. P.I.Novitski. - Vitebsk, Publishing house of the Educational establishment "The Higher School of Economics after P.M. Masherov", 2006. - 156 p.

2.1.2 Seminar 2. The emergence of sports movements among persons with intellectual disabilities

Questions:

1. Where did the special Olympic movement first emerge and why?
2. When and why does the International Olympic Committee (IOC) recognize Special Olympics (SO)?
3. How and when did SO emerge in China?
4. Who led this movement?
5. What are the aims and purposes of the SO?

6. Illustrate with a table the main dates of the history of SO in China.
6. What is the philosophy (idea) behind the text of the SO athletes' oath?
7. Who are the main participants of SO?
8. The governing body of the worldwide SO movement?

Teaching and learning support:

Special Olympic Movement for persons with intellectual disabilities: a course of lectures / comp. : P.I. Novitsky. - Vitebsk: VSU named after P.M.Masherov, 2021. - 94 p.

Begidova, T.P. Fundamentals of adaptive physical culture: textbook. allowance for universities / T.P. Begidova. - 2nd ed., Rev. and additional – M.: Publishing house Yurayt, 2017. – 188 p.

Evseev, S.P. Theory and organization of adaptive physical culture: textbook / S.P. Evseev. M.: Sport, 2016. – 616 p.

Special Olympics of Russia [Electronic resource]. – Access mode: <https://specialolympics.ru>. – Access date: 02/12/2022.

Special Olympics Belarus/ NGO "Belarusian Committee [Electronic resource]. - Access mode: <https://vk.com/public120919308>. - Access date: 12.12.2020.

2.1.3 Seminar 3. Special competitions in Olympic sports among persons with intellectual disabilities

Questions:

1. The aims of the Special Olympics Games and competitions.
2. Classification of sports in the SO.
3. Which sports are the most popular abroad (using the example of a foreign student's country). Why?
4. Who organizes and conducts competitions among people with intellectual disabilities in Olympic sports abroad (using the example of a foreign student's country).
5. Functions of volunteers and specifics of their recruitment in the SO.

Teaching and learning support:

Special Olympic Movement for persons with intellectual disabilities: a course of lectures / comp. : P.I. Novitsky. - Vitebsk: VSU named after P.M. Masherov, 2021. - 94 p.

Methods of classes for special Olympic programs: a course of lectures / comp. : P.I. Novitsky, A.A. Sinyutich. - Vitebsk: VSU named after P.M. Masherov, 2021. - 84 p.

Begidova, T.P. Fundamentals of adaptive physical culture: textbook. allowance for universities / T.P. Begidova. - 2nd ed., Rev. and additional – M.: Publishing house Yurayt, 2017. – 188 p.

Evseev, S.P. Theory and organization of adaptive physical culture: textbook / S.P. Evseev. – M.: Sport, 2016. – 616 p.

2.1.4 Seminar 4. Features and rules of competitions among persons with intellectual disabilities in Olympic sports

Questions:

1. The opportunity to compete for athletes of different levels of fitness.
2. Responsibilities and limitations of organisers and participants.
3. Providing a safe training and competition environment.
4. Gender, age and ability (principle of equal participation) separation of athletes in competitions.
5. Awarding of athletes of the SO.

Teaching and learning support:

Special Olympic Movement for persons with intellectual disabilities: a course of lectures / comp. : P.I. Novitsky. - Vitebsk: VSU named after P.M. Masherov, 2021. - 94 p.

Methods of classes for special Olympic programs: a course of lectures / comp. : P.I. Novitsky, A.A. Sinyutich. - Vitebsk: VSU named after P.M. Masherov, 2021. - 84 p.

Begidova, T.P. Fundamentals of adaptive physical culture: textbook. allowance for universities / T.P. Begidova. - 2nd ed., Rev. and additional – M.: Publishing house Yurayt, 2017. – 188 p.

Evseev, S.P. Theory and organization of adaptive physical culture: textbook / S.P. Evseev. – M.: Sport, 2016. – 616 p.

2.1.5 Seminar 5. Organisational and methodological basis of the training process for Special Olympics athletes in official (Olympic) sports

Questions:

1. Coach of Special Olympics (SO).
2. Requirements for SO coaches.
2. General guidelines for training persons with intellectual disabilities in various sports (formulate and briefly describe each guideline).
3. How is the control of physical activity carried out during the training sessions of the SO.

Teaching and learning support:

Special Olympic Movement for persons with intellectual disabilities: a course of lectures / comp. : P.I. Novitsky. - Vitebsk: VSU named after P.M. Masherov, 2021. - 94 p.

Methods of classes for special Olympic programs: a course of lectures / comp. : P.I. Novitsky, A.A. Sinyutich. - Vitebsk: VSU named after P.M. Masherov, 2021. - 84 p.

Begidova, T.P. Fundamentals of adaptive physical culture: textbook. allowance for universities / T.P. Begidova. - 2nd ed., Rev. and additional – M.: Publishing house Yurayt, 2017. – 188 p.

Evseev, S.P. Theory and organization of adaptive physical culture: textbook / S.P. Evseev. – M.: Sport, 2016. – 616 p.

2.1.6 Seminar 6. Planning and content of training sessions for Special Olympics athletes in Olympic sports

Task:

Develop and present a training session plan, using the example of an Olympic sport in SO of your choice.

Teaching and learning support:

Methods of classes for special Olympic programs: a course of lectures / comp. : P.I. Novitsky, A.A. Sinyutich. - Vitebsk: VSU named after P.M. Masherov, 2021. - 84 p.

Evseev, S.P. Theory and organization of adaptive physical culture: textbook / S.P. Evseev. – M.: Sport, 2016. – 616 p.

Special Olympics: Special Olympics: Course of lectures /Writer P.I. Novitski. P.I. Novitski. - Vitebsk, Publishing house of the Educational establishment "The Higher School of Economics after P.M. Masherov", 2006. - 156 p.

2.1.7 Seminar 7. Division of athletes into categories by gender, age and abilities in Special Olympics competitions in Olympic sports

Task: According to preliminary testing data (protocols of sports results), make divisions of athletes for competitions.

Teaching and learning support:

Special Olympic Movement for persons with intellectual disabilities: a course of lectures / comp. : P.I. Novitsky. - Vitebsk: VSU named after P.M. Masherov, 2021. - 94 p.

Official and general rules of the Special Olympics: manual / Special Olympics of Russia, Ministry of Sports of the Russian Federation. - M., 2018. - 164 p.

Special Olympics: Special Olympics: Course of lectures /Writer P.I. Novicki. P.I.Novitski. - Vitebsk, Publishing house of the Educational establishment "The Higher School of Economics after P.M. Masherov", 2006. - 156 p.

2.1.8 Seminar 8. Special Olympics Program «Unified Sports»

Task: to prepare a presentation “Unified Sports”, reflecting the main ideas of the seminar session.

Questions:

1. The emergence and aims of Special Olympics (SO) «Unified Sports».
2. Development and prevalence of training and unified competitions in China.
3. Team's draft and line-up in Unified Sports.
4. Principles of Athlete Participation in Unified Sports.
5. Prospects for the development of the United Sport program abroad (on the example of a foreign student's country).

Teaching and learning support:

Special Olympic Movement for persons with intellectual disabilities: a course of lectures / comp. : P.I. Novitsky. - Vitebsk: VSU named after P.M. Masherov, 2021. - 94 p.

Methods of classes for special Olympic programs: a course of lectures / comp. : P.I. Novitsky, A.A. Sinyutich. - Vitebsk: VSU named after P.M. Masherov, 2021. - 84 p.

Official and general rules of the Special Olympics: manual / Special Olympics of Russia, Ministry of Sports of the Russian Federation. [Electronic resource]. – Access mode: <https://solympics.moscow/wp-content/uploads/2021/04/special-rules-2018.pdf>. – Access date: 12/12/2018.

Special Olympics: Special Olympics: Course of lectures /Writer P.I. Novicki. P.I.Novitski. - Vitebsk, Publishing house of the Educational establishment "The Higher School of Economics after P.M. Masherov", 2006. - 156 p.

2.1.9 Seminar 9. Division of athletes into categories by gender, age and abilities in the "United Sport" competitions

Task: According to the characteristics of Athletes and Partners to form three variants of teams "Team of dominant partners", "Team of athletes with low

abilities" and "Balanced team". Explain the positive and negative sides of each team.

Teaching and learning support:

Special Olympic Movement for persons with intellectual disabilities: a course of lectures / comp. : P.I. Novitsky. - Vitebsk: VSU named after P.M. Masherov, 2021. - 94 p.

Methods of classes for special Olympic programs: a course of lectures / comp. : P.I. Novitsky, A.A. Sinyutich. - Vitebsk: VSU named after P.M. Masherov, 2021. - 84 p.

Evseev, S.P. Theory and organization of adaptive physical culture: textbook / S.P. Evseev. – M.: Sport, 2016. – 616 p.

Official and general rules of the Special Olympics: manual / Special Olympics of Russia, Ministry of Sports of the Russian Federation. [Electronic resource]. – Access mode: <https://solympics.moscow/wp-content/uploads/2021/04/special-rules-2018.pdf>. – Access date: 12/12/2018.

2.1.10 Seminar 10. Motor Activity Training Program (MATP)

Task: Prepare a presentation on “**Motor Activities Training Programme**” reflecting the main ideas of the seminar session.

Questions:

1. The origin, aims and purposes of the **Motor Active Training Program (MATP)**
2. Characteristics of SO athletes participating in MATP.
3. The principles of MATP competitions.
4. Types of sports programs for MATP competitions.
5. The emergence and prevalence of MATR abroad (on the example of a foreign student's country).

Teaching and learning support:

Special Olympic Movement for persons with intellectual disabilities: a course of lectures / comp. : P.I. Novitsky. - Vitebsk: VSU named after P.M. Masherov, 2021. - 94 p.

Methods of classes for special Olympic programs: a course of lectures / comp. : P.I. Novitsky, A.A. Sinyutich. - Vitebsk: VSU named after P.M. Masherov, 2021. - 84 p.

Novitsky, P. I. Adaptive physical culture in the second department of the auxiliary school: studies.- method. manual for teachers / P. I. Novitsky. - Minsk: Adukatsyya I vykhavanne, 2011. - 200 p.

Preparation of Athletes under the Motor Activities Training Programme: Handbook for Parents /Compiled by P.I. Novicki. - Mn., 1998.- 31p.

2.1.11 Seminar 11. Preparing and organising MATP competitions

Task: Develop a regulation on the competition for the “Program of motor activity training” (MATP).

Teaching and learning support:

Special Olympic Movement for persons with intellectual disabilities: a course of lectures / comp. : P.I. Novitsky. - Vitebsk: VSU named after P.M. Masherov, 2021. - 94 p.

Methods of classes for special Olympic programs: a course of lectures / comp. : P.I. Novitsky, A.A. Sinyutich. - Vitebsk: VSU named after P.M. Masherov, 2021. - 84 p.

Special Olympics: Special Olympics: Course of lectures /Writer P.I. Novitski. P.I. Novitski. - Vitebsk, Publishing house of the Educational establishment "The Higher School of Economics after P.M. Masherov", 2006. - 156 p.

Novitsky, P. I. Adaptive physical culture in the second department of the auxiliary school: studies.- method. manual for teachers / P. I. Novitsky. - Minsk: Adukatsyya I vykhavanne, 2011. - 200 p.

2.1.12 Seminar 12. Conducting competitions under the «Program of motor activity training»

Task: Develop a plan for the “Motor Activities Training Programme” competition, reflecting the main parts of the event: the opening ceremony, the sports programme, the closing ceremony of the competition.

Teaching and learning support:

Special Olympic Movement for persons with intellectual disabilities: a course of lectures / comp. : P.I. Novitsky. - Vitebsk: VSU named after P.M. Masherov, 2021. - 94 p.

Special Olympics: Special Olympics: Course of lectures /Writer P.I. Novitski. P.I. Novitski. - Vitebsk, Publishing house of the Educational establishment "The Higher School of Economics after P.M. Masherov", 2006. - 156 p.

Special Olympics of Russia [Electronic resource]. – Access mode: <https://specialolympics.ru>. – Access date: 02/12/2022.

Belarus. Special Olympics [Electronic resource]. – Access mode: <https://www.specialolympics.org/programs/europe-eurasia/belarus>. – Access date: 02/10/2021.

2.1.13 Seminar 13. Special Olympics in Belarus

Questions:

1. The emergence of SO in Belarus.
2. Aims, purposes and working methods of the Belarus Special Olympics Committee.
3. Main SO sports programmes and events in Belarus.
4. Participation of VSU named after P. M. Masherov in the sports movement for people with intellectual disabilities.

Teaching and learning support:

Special Olympic Movement for persons with intellectual disabilities: a course of lectures / comp. : P.I. Novitsky. - Vitebsk: VSU named after P.M. Masherov, 2021. - 94 p.

Evseev, S.P. Theory and organization of adaptive physical culture: textbook / S.P. Evseev. – M.: Sport, 2016. – 616 p.

Briskin Yu. A. Adaptive sport / Y. A. Briskin, S. P. Evseev, A.V. Perederiy. - Moscow: Sovetskiy Sport, 2010. – 316 p.

Special Olympics: Special Olympics: Course of lectures /Writer P.I. Novicki. P.I. Novitski. - Vitebsk, Publishing house of the Educational establishment "The Higher School of Economics after P.M. Masherov", 2006. - 156 p.

2.1.14 Seminar 14. Basic and auxiliary programs of Special Olympics abroad (using the example of your country)

Task: Prepare a presentation of photographic materials with comments on the conduct of sports and other events on the main and auxiliary programs of the SO (in the country of a foreign student).

Teaching and learning support:

Special Olympic Movement for persons with intellectual disabilities: a course of lectures / comp. : P.I. Novitsky. - Vitebsk: VSU named after P.M. Masherov, 2021. - 94 p.

Special Olympics of Russia [Electronic resource]. – Access mode: <https://specialolympics.ru>. – Access date: 02/12/2022.

Special Olympics Belarus/ NGO "Belarusian Committee [Electronic resource]. - Access mode: <https://vk.com/public120919308>. - Access date: 12.12.2020.

2.2 The content of the educational material on the controlled independent work of students

2.2.1 Lists of students' managed independent work

Tasks that form sufficient knowledge of the studied educational material at the level of recognition (prepare a message or presentation):

Prepare abstracts on topics:

- * The emergence of adaptive physical culture.
- * Degrees of intellectual disability
- * Prevalence of mental retardation in the population
- * Methods for determining intellectual disability
- * Regional Special Olympics (SO) centers in Belarus; directions of their sports work.
- * Timeline of the summer and Winter World and European Special Olympics
- * Dysontogenesis of psychomotor development in children with intellectual disabilities.

Prepare presentation messages:

- * Participation and success of Belarusian athletes in the World Special Olympics.
- * Participation of the republican ministries in solving the statutory goals and objectives of the OOBKSO and conducting sports events for children with OPFR.
- * Characteristics of the component composition of adaptive physical culture.
- * Classification of CO competitions.

Tasks that form competencies at the level of reproduction (perform tests independently, reproduce schematic constructions of knowledge):

- * History of the origin and development of Special Olympics (SO).
- * The philosophy, goals, and mission of SO.
- * JI principles.
- * Main and auxiliary JI programs.
- * Special Olympics Inc.
- * Motor Activity Training Program (MATR): the philosophy, principles and levels of participation of athletes.
- * The essence and goals of the United Sports ® program.
- * Characteristics of the types of motor activity in training and competitions of the MATR.
- * Taking into account the peculiarities of psychomotor skills and health of athletes with severe and profound developmental disorders.
- * The ability to compete for athletes of all levels.
- * Official and demonstration sports. Prohibited sports. Popular national sports.

- * Goals, objectives and methods of work of the NGO "Belarusian Committee of Special Olympics".
- * Directions and content of volunteer activities of the Vitebsk Youth Club of Adaptive Physical Culture and Sports "APCS".
- * CO coaches: selection requirements and functions.
- * Volunteers with selection requirements and functions.
- * Ensuring safety during the competition.

Tasks that form competencies at the level of application of acquired knowledge (independently carry out methodological development, carry out standard calculations, prepare planning documents):

- * Development of a scenario for the "Training Day".
- * Preparation of regulations on competitions with CO.
- * Selection and composition of team members (athletes and partners) in United Sport®.
- * Perform calculations on the division of Special Olympics teams by sport.
- * Know and perform the basic functions of a coach, referee, SO volunteer.
- * Participate in the preparation and conduct of "Training Day" or other Special Olympics competitions in sports.

2.2.2 Abstracts and tests for independent work of students

2.2.2.1 Topics of the abstract and control papers

1. The history of the emergence and development of Special Olympics (SO).
2. The history of the origin and development of the national JI program in Belarus.
3. The philosophy, goals and mission of SO.
4. Principles of Co.
5. The main and auxiliary JI programs operating in Belarus and Russia.
6. Regional SO centers in Belarus; directions of their sports work.
7. Participation and success of Belarusian athletes in the World Special Olympics.
8. Development of the Motor activity training Program in Vitebsk.
9. Official and demonstration sports. Prohibited sports. Popular national sports.
10. Structure and content of the International SO Regulations.
11. Responsibilities and limitations of SO organizers and participants in various sports programs.
12. Ensuring safety during the competition.
13. The emergence and development of the United Sport ® program.
14. Motor Activity Training Program (MATR): philosophy, principles and levels of participation of athletes.

15. Training sessions on MATR.
16. Conducting A Training Day. Preparation and scenario of the local level competition.
17. Psychological and pedagogical characteristics of persons with intellectual disabilities.
18. Features of the development of the motor functional system in children with intellectual disability. State of health and development of physical qualities.
19. Taking into account the peculiarities of psychomotor skills and health of athletes with severe and profound developmental disorders.
20. Means and methods of movement of athletes with a violation of the musculoskeletal system.
21. Volunteer movement in the field of AFC.

2.2.3 Requirements for the abstract

1. The purpose and objectives of the abstract

1.1.1 The abstract is one of the forms of control of extracurricular independent educational work, final control, control of the current certification; as well as a form of final certification of students who have passed advanced training.

1.1.2 The purpose of the abstract is to develop the skills of bibliographic search of the necessary sources, analytical work with scientific and educational publications and subsequent writing of the text.

1.1.3 Objectives of the abstract: to teach the student (listener) to select a list of sources necessary for understanding the issue under study; to make a logically sound plan that corresponds to the goals and objectives of the work; to correctly and consistently state the main ideas on a given topic, to draw conclusions.

1.2 The structure of the abstract and the requirements for its elements

1.2.1 The abstract should include: title page; content; introduction; main part; conclusion; list of sources used; appendices (if necessary).

1.2.2 The title page is the first page of the abstract and is designed in accordance with the Rules for the design of abstracts, term papers and theses, master's theses.

1.2.3 In the content, all the headings of the abstract are listed sequentially: introduction, section numbers and headings, conclusion, list of 5 sources used, appendices (if necessary), indicating the number of the page on which each title is placed.

1.2.4 The introduction identifies the topic of the work, justifies its choice, defines the purpose and objectives. The volume of the introduction should be 1 page of text.

1.2.5 The main part of the abstract contains the material selected by the student (listener) for consideration of the problem. The material should be

reasonably divided into sections. The presentation of the material should follow the logic of the presentation. The main part of the abstract, in addition to the content drawn from various sources, should also reflect the student's own opinion (the listener) and independently formulated conclusions based on the facts presented. The volume of the main part of the abstract should be, as a rule, 7-9 pages of text.

1.2.6 In the conclusion of the abstract, conclusions are formulated by sections, attention is drawn to the implementation of the goals and objectives set in the introduction. The conclusion should be clear, concise, and follow from the content of the main part. The volume of the conclusion of the abstract should be 1 page of text.

1.2.7 The list of sources used should contain their bibliographic description.

1.2.8 The total volume of the abstract is usually 10-15 pages of printed text (not counting tables and figures). The work is placed in a folder-folder or bound.

1.3 Organization of the implementation and protection of the abstract

1.3.1 The topic for the abstract is recommended by the teacher or can be suggested by the student (listener). Deadlines are set by the teacher in accordance with the schedule of the educational process.

1.3.2 The implementation of the abstract is carried out under the guidance of the teacher and takes place in the form of consultations.

1.3.3 During the consultations, the student (listener) clarifies the range of issues to be studied, the purpose and objectives of the abstract, determines the deadlines for completing the work, and also eliminates the shortcomings pointed out by the supervisor.

1.3.4 The student (listener) defending the abstract at the seminar session, within 5-7 minutes, should tell about the relevance of the topic, the goals and objectives set, the sources studied, the essence of the problem, the conclusions made in the course of the work. The teacher and the student audience can then ask questions about the problem presented. The defense of the abstract can also be carried out at a meeting of the scientific circle in the presence of the head and the student audience (members of the circle) or in another form established by the teacher.

1.3.5 The assessment for the abstract, which is set by the head on a 10-point scale, is complex and consists of a number of components: competent disclosure of the topic, the ability to clearly state the idea, compliance with the requirements for the design of the abstract.

3 KNOWLEDGE CONTROL SECTION

3.1 Criteria for evaluating all types of controls

The current control is carried out during the classroom according to the schedule and independent work of the student within the established time limits. The forms of current control can be any forms of control specified in the curriculum for the discipline.

Each module is completed with an interim control to assess the results of the training activities of students in the module. The intermediate control of the module should include a test of theoretical knowledge, skills and abilities (assessment of experience and personal qualities) of the student and be expressed in an integrated point assessment of the module (on a ten-point scale) as the arithmetic mean of assessments for all forms of current control. The intermediate control is usually carried out at the last lesson of the module and is the input control for the study of subsequent modules. Evaluation of the results of the student's educational activity in the module is carried out by the teaching staff of the department during the intermediate control until the student achieves positive results of educational activity (mark "4-10"). The teacher is given the right to encourage students for their activity (participation in scientific conferences, competitions, Olympiads, active work in classroom classes, publication of articles, work with schoolchildren, etc.) by issuing incentive points during the current control.

The forms of current, intermediate control and current certification, the types of control tasks are developed by the teacher based on the specifics of the discipline and approved at the meeting of the department.

The total rating for the discipline (SRD) is formed after the completion of the last module as the arithmetic mean or weighted average of the ratings for the modules of the discipline.

The current assessment of the discipline is carried out in accordance with the curriculum – in the form of an exam during the session. The student is allowed to take the final form of control provided that he / she successfully passes the intermediate control of all modules and the final test in the theoretical part of the discipline. The final score is formed as the arithmetic mean of the exam score and the total rating for the discipline.

The rules for rounding the fractional score in the direction of increasing or decreasing are determined by the teacher and are brought to the attention of students in advance

3.2 Diagnostic tool

To control the quality of knowledge in an academic discipline, the following diagnostic tools are used:

- survey;
- lecture notes;
- video discussion;
- essay;
- preparation of documents (plans of training sessions, sports programs, regulations on the competition);
- report on control work;
- test;
- exam.

3.3 Discipline testing

3.3.1 Test procedure

The test aims to test and evaluate the level of knowledge obtained by undergraduates and the ability to apply them to solving practical problems, mastering practical skills and abilities in the scope of the requirements of the curriculum, as well as the quality and volume of individual work.

The test is taken by the teacher who conducts lectures on this discipline. The test is carried out in the scope of the work program for tickets or control tests (text or electronic).

The control test of the test combines the knowledge of all modules of the program material. The test contains 30-40 questions. Each question offers 4-5 possible answers to choose the correct one or enter the required word, number, date, formula, etc. The minimum number of correct answers must be at least 85% of the total number of questions in the test.

When conducting a test for tickets, two theoretical questions are included in each ticket. Tickets should be 20% more than the number of graduate students in the study group. Preliminary acquaintance of undergraduates with tickets is not allowed. In addition to the questions specified in the ticket, the teacher has the right to ask additional questions in order to clarify the scope of knowledge of graduate students and assess the quality of mastering theoretical material and practical skills.

The grade "credited" is given if the master's student has fully answered the questions.

The test is conducted in the classroom or computer class. Undergraduates who have not passed the test, take it again in accordance with the schedule of retakes of tests established by the dean's office.

3.3.2 Test questions

1. What comes first in Special Olympics competitions for their participants

- A) attracting public attention
- B) participation in the competition
- C) demonstration of sports equipment
- D) victory

2. Social adaptation is -

- A) the development of social and cultural experience, preparation for an independent life in society, active participation in various types of useful activities, as well as a system of values, attitudes, knowledge and skills, norms of interpersonal interaction and rules of behavior
- B) adaptation of the psychoemotional state of the body to the changed conditions and requirements of life in society
- C) the maximum possible restoration of a person's ability for an independent life (self-service, productive activity, rest), regardless disorders he has, restrictions on life activity or restrictions on participation in the life of society
- D) active adaptation to the conditions of the social environment through the assimilation and acceptance of goals, values, norms and styles of behavior adopted in society

3. The most famous Russian authors of educational literature on adaptive physical culture

- A) P.F. Lesgaft, V.V. Gorinevsky
- B) S.P. Evseev, L.V. Shapkova
- C) V.M. Mozgovoy, A.A. Dmitriev
- D) A.S. Samylichev, A.N. Pleshakov

4. Adaptive sport is

- A) a specific section (type) of general physical culture, accumulating and using its material and spiritual values for the maximum possible development of the viability of a person with stable deviations in health, and maximum self-realization as a socially and individually significant subject.
- B) a set of material and spiritual values of physical culture, providing competitive activity and special training for it of people with special needs in order to achieve the most accessible results in the chosen sport and demonstrate personal achievements in the development of adaptive and compensatory capabilities due to the preserved functions of the body
- C) an independently selected or accompanied (with assistance) form of physical activity aimed at satisfying the need for movement, active rest, meaningful entertainment, through the use of APC means
- D) the pedagogical process of managing the physical development of disabled

people and people with persistent deviations in health, the formation of knowledge, motor skills and abilities, physical and mental (personal) qualities.

5. The emergence and activities of the world famous public international organization "Special Olympics" are associated with the name

- A) Edouard Seguin
- B) Pierre de Coubertin
- C) John F. Kennedy
- D) Eunice Kennedy-Shriver

6. When did Eunice Kennedy Shriver create at home in Maryland a summer day camp for children and adults with mental retardation to study their abilities in various sports and organize physical education, health and sports work

- A) July 1968
- B) August 1957
- C) June 1963
- D) June 1980

7. What sports did the athletes compete in at the First International Special Olympics in Chicago?

- A) athletics, swimming and floor hockey
- B) gymnastics, football and basketball
- C) football
- D) basketball, athletics and swimming

8. The official date of creation and start of activities of the public organization "Special Olympics" is

- A) 1957
- B) 1963
- C) 1968
- D) 1980



9. What is this symbol

- A) The official symbol of the Special Olympics
- B) The symbol of the international public sports organization in SO "Children of the World"
- C) A fragment from the Olympic medal
- D) The official symbol of the Movement Training Program

10. At the opening ceremonies of the World Games and other Special Olympics competitions, athletes take the oath:

- A) "Let me win, but if I can't win, let me be brave in this attempt!"
- B) "We can win, and we will win!"
- C) "I was given the opportunity to become the first, and I will do my best for this!"
- D) "No one will let his team down and will give all his strength for this!"

11. The kinds of sports, in training and competitions in which the athletes of the SO take part, are subdivided into

- A) official (summer, winter), recognized, nationally popular
- B) Olympic, non-Olympic, popular
- C) personal, team, personal-team
- D) Olympic (summer, winter), not included in the program of the Olympic Games, national, prohibited

12. At what age is it eligible to participate in Special Olympics?

- A) any person with intellectual disabilities aged eight years and older
- B) any person with psychophysical developmental disabilities at the age of 2 years and older
- C) persons of any age who have mild to moderate intellectual disability, identified from the moment of birth
- D) persons with intellectual disabilities at the age of eight years and older, not belonging to the special medical group and the group of exercise therapy

13. Can children 2-7 years old compete in Special Olympics

- A) cannot, but can participate in the Special Olympics Young Athletes program.
- B) cannot participate in any programs of the Special Olympics.
- C) cannot, but can participate in the motor activity training program
- D) may participate in Special Olympics competitions, as decided by the Accredited Program

14. The division of athletes into divisions in SO assumes that the difference between the best and the worst performance in any division should not exceed

- A) 15%
- B) 10%
- C) AT 5%
- D) the established indicator by the Competition Regulations

15. In each division, the minimum and maximum number of opponents or teams must be

- A) not less than 3, not more than 8 athletes (teams)
- B) not less than 2, not more than 6 athletes (teams)

- C) not less than 5, not more than 10 athletes (teams)
- D) not less than 2, not more than 10 athletes (teams)

16. What are the names of the sports in SOI that have been approved by SOI for inclusion in Special Olympics athletic training and competition, but are not official?

- A) Nationally popular sports
- B) Recognized sports
- C) Sports not included in the program of the Olympic Games
- D) Prohibited sports

17. Accredited Programs may offer sports that are popular in a particular region but are not currently Official or Recognized. What are they called in SO

- A) Nationally popular
- B) Unofficial
- C) Regional
- D) Exhibition

18. Prohibited Sports are those that do not meet SOI's approved minimum health and safety standards or that otherwise unnecessarily compromise the health and safety of Athletes and other Participants during Special Olympics training and competition. Which of the named do not apply to those

- A) boxing, karate and other types of martial arts
- B) fencing
- C) swimming
- D) shooting

19. About 15% of people with intellectual disabilities have so-called atlantoaxial instability. These are the ones who ...

- A) with Down syndrome
- B) with impaired functions of the supporting-motor apparatus
- B) with a severe degree of intellectual disability
- D) with multiple associated disorders

20. At all National Competitions and above, the SO athletes who took first, second and third place must be awarded

- A) official medals
- B) award ribbons
- C) souvenirs
- D) monetary rewards

21. In all National Competitions and above, the SO athletes ranked from fourth to eighth place must be awarded

- A) official medals
- B) award ribbons
- C) souvenirs
- D) monetary rewards

22. How many places should the pedestal be prepared for the ceremony of awarding SO athletes

- A) for 8 places
- B) at least 8 places
- B) for 3 places
- D) at least 6

23. Rewarding of athletes at SO competitions takes place,

- A) starting with the champion
- B) all at the same time
- B) starting from the last place and ending with the first place
- D) starting from the third, then the second place and ending with the champion

24. What the opening ceremonies of the Special Olympics competition include

- A) Completing the Special Olympics Circle of Friendship, raising the Special Olympics flag
- B) Taking the Special Olympics Oath, raising the Special Olympics flag
- B) raising the Special Olympics flag, general photographing of all competitors
- D) taking the Special Olympics oath, communicating the sporting rules of the competition to the participants

25. ... is a Special Olympics program in which Special Olympics athletes (Athletes) and non-intellectually impaired athletes (Partners) participate in team sports training and competition (fill in the gap)

- A) "Volunteers" program
- B) "Athlete - Leader" program
- C) "Unified Sports" program
- D) "Join" program

26. What year did the mass (worldwide) implementation of the United Sport SO Program into team sports begin?

- A) 1968
- B) 1988
- C) 1989
- D) 1996

27. The age of team members in the Unified Sports program must be within the same limits: its difference for participants under 21 years of age and under may be

- A) from one to two years
- B) no more than one year
- C) as much as the organizers of the competition decide and reflect this in the Competition Regulations
- D) from three to five years

28. What is the main idea of the team concept in the "United Spore" SO

- A) partners in the team must skillfully and effectively play the role of "playing coaches"
- B) each athlete gives all his strength and reveals individual skill for the victory of the team, compensating for the weaknesses of its other members
- C) all athletes must be considered members of the same team who work together to achieve the team goal
- D) the main thing is not the victory of the team, but its exit and participation in the competition

29. When did the Motor Activity Training Program (MATP) appear, a common synonym for which in Eastern Europe is the "Программа тренировки двигательной активности" (ПТДА)

- A) in 1988
- B) in 1996
- C) in 1968
- D) in 2003

30. ... – this is a Special Olympics program designed for athletes with a deep form of intellectual and motor development disorders that do not allow them to participate in official Special Olympics competitions, and training is carried out for specially organized sports events that correspond to their abilities (choose the name of this program)

- A) «The Healthy Athlete Program»
- B) «Motor activity training program»
- C) «The United Sports Program»
- D) The «Join» program.

31. "Partial participation" distinguishes MATP from the official sports of Special Olympics. What does this principle mean?

- A) providing support to the student in achieving the solved motor task (for example, to beat off a suspended ball with a racket, use special devices), without waiting for a long time when he will perform it himself: by active accompanying performance or by the type of performing a passive exercise

B) the motor task during the development or demonstration is performed in parts or with interruptions

C) the student learns in the classroom and participates in performances not in all types of sports programs

D) each participant of the classes does not master all types of sports programs, but only the part that corresponds to their capabilities.

32. What year did Special Olympics come to Eastern Europe on the territory of the USSR

A) in 1992.

B) in 1960.

C) in 1980.

D) in 1990.

33. The first All Union Special Olympics competition was held in June ...

A) 1991.

B) 1960.

C) 1980.

D) 1990.

34. When the accredited national program Special Olympics was registered on the territory of Belarus

A) in 1991.

B) in 2000.

C) in 1980.

D) in 1992.

35. Name the first leaders and founders of the Belarusian Special Olympics Committee: BSOC President and National Director

A) V. A. Shukh and G. A. Dzurich

B) V. N. Shutko and L. V. Tabolina

C) A. N. Konopleva and G. D. Dylyan

D) G. V. Petrozhitsky and L. A. Bobtsova

36. When the first public association for sports work with persons with mental retardation appeared in the Republic of Belarus-the public organization "Vitebsk Youth Club of Adaptive Physical Culture and Sports "AP and S", which is still functioning

A) in 1992.

B) in 2000.

C) in 2008.

D) in 1998.

37. Who initiated the creation of the public association "Vitebsk Youth Club of Adaptive Physical Culture and Sports "for sports work with persons with mental retardation, and led the management of its volunteer activities

- A) V. A. Shukh, President of the Belarusian Special Olympics Committee
- B) G. A. Dzurich, National Director of the Belarusian Special Olympics Committee
- C) A.V. Rusetsky, Rector of Vitebsk State University named after P. M. Masherov
- D) P. I. Novitsky, Associate Professor of the Faculty of PC and Sports of Vitebsk State University named after P. M. Masherov

38. When and where for the first time in Belarus were held the official open competitions "Training Day" of the regional level, initiated and conducted by the volunteers of the Vitebsk Youth Club " PC and S»

- A) 1992, sports complex "Komsomolets", Vitebsk
- B) 2008 gym of the Vitebsk Central Sports Complex
- C) In 2000, the gym of the Auxiliary school No. 26 in Vitebsk
- D) 1998, gym of the Faculty of Physical Culture and Sports of the Vitebsk State University named after P. M. Masherov

39. When the first Open Republican competitions in motor activity ("Training Day") were held in Belarus for children with severe mental and physical development disorders and, in the same year, the first National competitions in the Special Olympic Game Program for preschoolers ("Play Day»)

- A) 1992.
- B) 1998.
- C) 2000.
- D) 2008.

40. Who can be a SO sport coach?

- A) any coach who is competent in his/her sport and the basic principles of training persons with disabilities, the philosophy, basic principles and rules of the SOG
- B) any coach who knows his/her sport and the basic principles of coaching persons with disabilities
- C) any specialist with a professional physical education (coach, physical education teacher, etc.)
- D) only a specialist with a professional degree in Adapted Physical Education who is competent in the philosophy, basic principles and rules of the SOG

3.3.3 Answers to test questions

1 B	2 D	3 B	4 B	5 D	6 C	7 A	8 C
9 A	10 A	11 A	12 A	13 A	14 A	15 A	16 B
17 A	18 C	19 A	20 A	21 B	22 A	23 C	24B
25 C	26 C	27 D	28 C	29 A	30B	31 A	32D
33 D	34 D	35 A	36 D	37 D	38 D	39 B	40A

3.4 List of exam questions

1. Characteristics of persons with intellectual disabilities. The concept of mental retardation.
2. Statistical data in the world and Belarus on persons with intellectual disabilities.
3. Children with OPFR in Belarus: quantitative composition and nosological groups.
4. The main historical facts of the emergence of adaptive physical culture.
5. Characteristics of the component composition of adaptive physical culture.
6. History of the emergence and development of Special Olympics (SO).
7. Philosophy, goals and mission of SO.
8. Principles of SO.
9. Main and auxiliary JI programs.
10. Special Olympics Inc.
11. Prospective tasks of the JI.
12. Formation of the national program of the SB of Belarus.
13. Goals, objectives and methods of work of the NGO "Belarusian Committee of Special Olympics".
14. Participation of the republican ministries in solving the statutory goals and objectives of the OOBKSO and conducting sports events for children with OPFR.
15. Regional CO centers in Belarus; directions of their sports work.
16. Participation and success of Belarusian athletes in the World Special Olympics.
17. Development of the Motor activity Training Program in Vitebsk.
18. Directions and content of volunteer activities of the Vitebsk youth club of adaptive physical culture and sports "APCS".
19. Goals of the Special Olympic Games and Competitions.
20. Official and demonstration sports. Prohibited sports. Popular national sports.
21. The right of athletes to participate in SO.
22. Classification of SO competitions.
23. SO rules. Responsibilities and restrictions of the organizers and participants of the SO.

24. Division of athletes into categories by gender, age and ability. 10-percent rate of results of athletes of one category.
25. Awarding of athletes.
26. General requirements for special competitions.
27. The main organizational issues of the working group of the organizing committee in the preparation of the competition in SO.
28. Ensuring safety during the competition with.
29. The essence and objectives of the United Sports ® program.
30. Selection and composition of team members (athletes and partners) in United Sports ® ."
31. Motor activity training Program (MATR): philosophy, principles and levels of participation of athletes.
32. Fundamentals of the organization of MATR.
33. Training sessions on MATR.
34. Conducting A Training Day. Preparation and scenario of the local level competition.
35. Features of the development of the motor functional system in children with intellectual disability. State of health and development of physical qualities.
36. Taking into account the peculiarities of psychomotor skills and health of athletes with severe and profound developmental disorders.
37. Means and methods of movement of athletes with a violation of the musculoskeletal system.
38. SO coaches: selection requirements and responsibilities.
39. SO volunteers: selection requirements and responsibilities.
40. Organization and holding of Special Olympics training sessions in sports

3.5 Criteria for assessing students' knowledge

The main evaluation criterion is the level of students ' development of generalized knowledge and skills in accordance with the content of the program. When assessing the level of knowledge and skills, it is recommended to be guided by universal indicators on a 10-point scale.

10 points the student who found a comprehensive, systematic and in-depth knowledge of the training program material; independently performed all required program tasks; deeply learned basic and additional literature recommended by the program; actively working in lectures and seminars, to understand basic scientific concepts to study the discipline; demonstrated creativity and scientific approach to the understanding and presentation of the training program material; the answer of which is distinguished by the richness and accuracy of the terms used, the material is presented consistently and logically.

9 points deserves a student who found a comprehensive, systematic and in-depth knowledge of the training program material; independently performed all required program tasks; deeply learned basic and familiar with literature recommended by the program; actively worked on, I lecture seminars; showed the systematic nature of knowledge in the discipline, sufficient for further study; and the ability to self-replenishment; the answer which is accurate of terms used, and the material is presented in a consistent and logical.

8 points deserves a student discovers the full knowledge of the educational program material; non in response to significant inaccuracies; independently performed all required program tasks; mastered basic literature; recommended by the program; worked actively in seminars; showed the systematic nature of knowledge in the discipline, sufficient for further study, and the ability to self-replenish.

7 points deserving student who discovered a fairly complete knowledge of the educational program of the material that is in response to significant inaccuracies; independently performed all required program tasks; mastered basic literature recommended by the program; worked actively in seminars; showed the systematic nature of knowledge in the discipline, sufficient for further study, and the ability to self-replenish.

6 points deserving student who discovered a fairly complete knowledge of the educational program material; non in response to significant inaccuracies; independently performed the principal contained in the programme specification; mastered basic literature recommended by the program; distinguished sufficient activity at the seminars; showed the systematic knowledge and discipline, sufficient for further study.

5 points student deserves the discovered knowledge educational program material to the extent necessary for further studies and future work in the profession; not distinguished by the activity at the seminars; self-performed key contained in the programme specification; mastered basic literature recommended by the program; but made some errors in their performance and the response to competition, according with the necessary knowledge for their self-elimination.

4 points deserves the student discovers knowledge of the basic educational program of the material to the extent necessary for further studies and future work in the profession; not distinguished by the activity at the seminars; self-performed key contained in the programme specification; mastered basic literature recommended by the program; but made a minor error in their performance and in response to competition, but with the necessary knowledge to eliminate the leadership of the teacher admitted errors.

3 points the student deserves, who discovered the knowledge of the basic educational program material to the extent necessary for further studies and future studies in the profession; not distinguished by the activity at the seminars; self-performed basic to the program of the job, but made errors in their performance and response in the standings, but with the necessary knowledge to eliminate the leadership of the teacher of the most significant errors.

2 points are awarded to the student who finds gaps in knowledge or lack of knowledge in a significant part of the main educational and program material: not performed independently under the program key tasks; committed fundamental errors in the implementation of programme of work; not exhaust seminars; commit errors when replying; and who can not continue their education without additional training in the relevant discipline.

1 point - no answer (rejection of the answer, the submitted answer is completely not on the merits of the questions asked).

The total rating for the discipline is defined as the arithmetic mean of all modules. The rating "credited" for the discipline is set taking into account the answer on the test and the sum of the rating for the discipline.

4 AUXILIARY SECTION

4.1 Recommended reading

Main:

1. Special Olympic Movement for persons with intellectual disabilities: a course of lectures / comp. : P.I. Novitsky. - Vitebsk: VSU named after P.M. Masherov, 2021. - 94 p.

2. Methods of classes for special Olympic programs: a course of lectures / comp. : P.I. Novitsky, A.A. Sinyutich. - Vitebsk: VSU named after P.M. Masherov, 2021. - 84 p.

3. Novitsky, P.I. Test tasks in the discipline "Special Olympic Movement of Persons with Intellectual Disabilities" / P.I. Novitsky, T.P. Begidova. - Vitebsk: VSU named after P.M. Masherova, 2020. - 48 p.

Additional:

1. Official and general rules of the Special Olympics: manual / Special Olympics of Russia, Ministry of Sports of the Russian Federation. - M., 2018. - 164 p.

2. Begidova, T.P. Fundamentals of adaptive physical culture: textbook. allowance for universities / T.P. Begidova. - 2nd ed., Rev. and additional – M.: Publishing house Yurayt, 2017. – 188 p.

3. Evseev, S.P. Theory and organization of adaptive physical culture: textbook / S.P. Evseev. – M.: Sport, 2016. – 616 p.

4. Briskin Yu. A. Adaptive sport / Y. A. Briskin, S. P. Evseev, A.V. Perederiy. - Moscow: Sovetskiy Sport, 2010. – 316 p.

5. Novitsky, P. I. Adaptive physical culture in the second department of the auxiliary school: studies.- method. manual for teachers / P. I. Novitsky. - Minsk: Adukatsyya I vykhavanne, 2011. - 200 p.

6. Preparation of Athletes under the Motor Activities Training Programme: Handbook for Parents /Compiled by P.I. Novitski. - Mn., 1998.- 31p.

7. Special Olympics: Special Olympics: Course of lectures /Writer P.I. Novitski. P.I. Novitski. - Vitebsk, Publishing house of the Educational establishment "The Higher School of Economics after P.M. Masherov", 2006. - 156 p.

8. Special Olympic Movement: collection of test tasks / comp. Dova. - Vitebsk: the Higher Educational Institution of Higher Professional Education named after P.M. Masherov, 2021. - 32 p. 7. Special Olympic Movement: a collection of test tasks / comp. : P.I. Novitsky, T.P. Begidova. - Vitebsk: VSU named after P.M. Masherov, 2021. - 32 p.

4.2 Electronic resources

1. Official and general rules of the Special Olympics: manual / Special Olympics of Russia, Ministry of Sports of the Russian Federation. [Electronic

resource]. – Access mode: <https://solympics.moscow/wp-content/uploads/2021/04/special-rules-2018.pdf>. – Access date: 12/12/2018.

2. Special Olympics of Russia [Electronic resource]. – Access mode: <https://specialolympics.ru>. – Access date: 02/12/2022.

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4.3 Educational and methodical card of the discipline "Special Olympic Movement of persons with intellectual disabilities"

Form of obtaining the 2nd stage of higher education: fulltime

Section number, topics	Title of the section, topic	Number of classroom hours					Number of self-guided work hours	Form of knowledge control
		Lectures	Practical exercises	Seminar classes	Laboratory classes	Other		
1	2	3	4	5	6	7	8	9
MODULE 1. SPECIAL OLYMPIC MOVEMENT, A SOCIAL PHENOMENON OF THE SPORTS MOVEMENT OF PERSONS WITH INTELLECTUAL DISABILITIES								
1.1	Special Olympics: at the origins, today, in the future	2					2	lecture notes abstract, presentation
1.1.1	Sport in the lives of people with intellectual disability			2				Oral interview
1.1.2	The emergence of sports movements among persons with intellectual disabilities			2				Oral interview
1.2.	Special competitions among persons with intellectual disabilities in Olympic sports.	2					2	lecture notes abstract, presentation
	Special Olympics in Belarus						2	abstract, presentation
1.2.1	Special competitions in Olympic sports among persons with intellectual disabilities			2				

1.2.3	Features and rules of competitions among persons with intellectual disabilities in Olympic sports			2				
1.2.4	Organisational and methodological basis of the training process for Special Olympics athletes in official (Olympic) sports			2				
1.2.5	Special Olympics Program «Unified Sports»			2				Oral interview
1.2.6	Motor Activity Training Program (MATP)			2				Oral interview
1.2.7	Special Olympics in Belarus			2				Oral interview
1.2.8	Basic and auxiliary programs of Special Olympics abroad (using the example of your country)			2				Presentation, report
Final control of the module								Test
MODULE II. PRACTICAL IMPLEMENTATION OF SPECIAL OLYMPICS SPORTS PROGRAMS								
2.1	Planning and content of training sessions for Special Olympics athletes in Olympic sports			2				Training plan-summary
2.2	Division of athletes into categories by gender, age and abilities in Special Olympics competitions in Olympic sports			2				Protocol of divisions of teams of athletes
2.3	Division of athletes into categories by gender, age and abilities in the "United Sport" competitions			2				Command protocols. Oral interview
2.4	Preparing and organising MATP competitions			2				Competition Regulations
2.5	Conducting competitions under the «Program of motor activity training»			2				The plan - scenario of the MATR competitions
	Controls on guided self-study						2	
Final control of the module								Test
Finalcontrol								Exam
Total			4		28			8

Educational publication

**SPECIAL OLYMPICS MOVEMENT FOR PERSONS
WITH INTELLECTUAL DISABILITIES
FOR THE SPECIALTY
OF SECOND STAGE OF HIGHER EDUCATION
1-08 80 04 PHYSICAL CULTURE AND SPORTS
(A PROFILE "PEDAGOGICAL ACTIVITY IN IMPROVING
AND ADAPTIVE PHYSICAL CULTURE")**

Educational and methodical complex in the academic discipline

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Signed to print 12.07.2022. Format 60x84 ¹/₁₆. Offset paper.

Conv. printed sheets 3,02. Pub. sheet 2,76. Circulation 9 copy. Order 108.

Publisher and polygraphic processing – Educational Establishment

“Vitebsk State University named after P.M. Masherov”.

State Registration Certificate as publisher, printer and distributor of editions

№ 1/255 d/d 31.03.2014.

Printed on a risograph of Educational Establishment

“Vitebsk State University named after P.M. Masherov”.

210038, Vitebsk, Moskovsky Prospekt, 33.