In men of the main medical group, the factor “Body type” has the greatest influence on the variability of indicators of complex physical fitness (24.6%). In women, the significance of this factor is also quite high - 22.1%. According to our data, the results of men of thoracic and digestive body types differed most significantly in the 3000-meter run, muscular and digestive ones - in pull-ups on the bar, and in women of thoracic and digestive body types - in the 2000-meter run.

In men, the influence of the "Passport age" factor on the results of the complex physical fitness of students of the main medical group was 4.6%, and in women - 5.8%. According to the data, in men the significance of the factor under consideration is most pronounced, which manifests itself in the 3000-meter run, and in women - in pull-ups on the low bar.

For students of the main and preparatory medical groups, the influence of the "Medical group" factor in the variability of indicators of complex physical fitness is quite high: men - 17.5%, women - 14.8%. In men and women, the greatest influence of this factor was found on the results of endurance running.

The importance of the factor "Harmony of physical development" in assessing the level of complex physical fitness in men was 8.6%, in women - 7.4%. The greatest differences in the indicators of complex physical fitness in men of harmonious and sharply disharmonious types of development were manifested in the long jump from a place, and in women - in the shuttle run 3×10 m.

The factor "Formation of healthy lifestyle skills" had a certain impact on the effectiveness of indicators of complex physical fitness in both men (9.3%) and women (6.5%). The greatest differences in endurance running indicators were found in students with high and low levels of healthy lifestyle skills.

The factor "Somatic health" also influences the level of complex physical fitness of students (men - 9.9%, women - 7.7%). The greatest influence of this factor was manifested in students in endurance running.

The "regional factor" (students of the Moscow, Tula, Tver, Yaroslavl and Ryazan regions, Moscow city) also affects the variability of the indicators of the students' complex physical fitness (men - 4.5%, women - 3.7%), but their significance is less pronounced compared to other factors.

The results of the complex physical fitness of university students depend on many factors, their significance of the impact varies significantly, but mainly depends on the type of physique.

Conclusions. The results of our study indicate that the traditional average method of assessing the physical fitness indicators of university students is not objective and requires, first of all, taking into account body length and weight indicators.

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Development of cognitive skills of children with hyperactive and hyperkinetic disorders on the basis of developing horse riding

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Abstract

Objective of the study was to develop and substantiate a program of developing riding using the "Harmony in Motion" manual.

Methods and structure of the study. The development was carried out on the basis of the equestrian club "Mininsky Castle" in the indoor arena, the organization of the ANO "Center for Rehabilitation Riding "Harmony in Motion" from 08/01/2021 to 02/01/2022. Empirical research methods were used, namely, comparison and observation over five months of continuous training in developing riding twice a week. Tests were also used to evaluate the effectiveness of the applied methods.

The observation group included 10 children (6-8 years old) with the following diagnoses: - hyperactive disorder, combined with mental retardation and stereotyped movements F84.4; hyperkinetic disorders F90.

Results and conclusions. The conducted studies showed that the method of developing riding without the aid and with the use of the aid "Harmony in motion" equally positively affected the impulsivity, lack of active attention, and motor disinhibition of children. The use of the aid had a greater impact on the development of cognitive skills in children with hyperactive and hyperkinetic disorders than the method of developing riding without the use of the aid.

Keywords: *hippotherapy, physical rehabilitation, animal therapy, developmental delay, developmental aid, exercises.*

Introduction. In corrective classes of adaptive physical culture, with the help of certain physical activity, the child not only learns to be aware of his “I”, himself in space, but also learns to plan certain actions to achieve results, interact with other people, develop memory, attention. But there are some difficulties in conducting such classes in the AFC hall [3]. Firstly, this is due to the low motivation of children to perform exercises, and secondly, at the initial stage of rehabilitation, a lot of time is spent on organizing interaction between the child and the instructor.

In the lessons of developing horseback riding, there are no such difficulties, if you gradually approach the organization of classes, then as a result, children have a strong motivation to perform motor tasks, and interaction with the instructor begins faster due to well-built relationships through communication with the horse. The horse itself serves as a powerful motivation, which is expressed in the desire of the child to attend classes.

The effect of the “Harmony in Motion” manual on praxis, body scheme and spatial orientation is presented in the article [2]. The manual consists of laminated sheets with images of a rider in various positions, circles with the same image are located on the Velcro on top, two “blank sheets” with three and six empty cells for a separate study of positions, building individual tasks.

We assume that the use of the “Harmony in Motion” manual will allow us to increase the effectiveness of rehabilitation within the framework of developing riding. In order to test this hypothesis, we selected two tests to confirm or refute this assumption, which were

conducted before the start of the first stage and after the fifth stage of the courses.

Objective of the study was to develop and substantiate a program of developing riding using the "Harmony in Motion" manual.

Methods and structure of the study. The Alvord and P. Baker test for hyperactivity of a child was used in the work, where, according to the selected options (max - 17 p.), the following are assessed: active attention deficit, motor disinhibition, impulsivity. The test was carried out by parents assessing the behavior of the child in everyday life.

A test was also used for the level of development of cognitive and motor abilities of children, assessed in points (max - 13 p.) the level of sensation of one's body, orientation in space, praxis, a sense of tempo and rhythm, auditory attention, body scheme.

Results and conclusions. The conducted studies showed that the method of developing riding without the aid and with the use of the aid "Harmony in motion" equally positively affected the impulsivity, lack of active attention, and motor disinhibition of children. The use of the aid had a greater impact on the development of cognitive skills in children with hyperactive and hyperkinetic disorders than the method of developing riding without the use of the aid.

Classes on developing riding were held in several stages.

At the first stage of the training, much attention was paid to exercises to develop a sense of one's own body. Children at the beginning of this stage are usually passive, motor activity is reduced, but even with such a manifestation of involvement in the lesson, the child is happy to perform simple exercises, hug a horse, scratch, remove the rubber bands from the mane. At this stage, due to the constant transmitted impulses from the horse, warmth, and the constant maintenance of balance, the "muscle feeling" improves in the child. But without additional exercises, there will be no concretization in sensations and awareness, which relates to body schema and kinesthesia.

This stage is represented by exercises in developing riding, which involve working with the body diagram with the help of cards, exercises to change the child's sensations by interacting with objects in various parts of the body and being in close contact with them (in pockets, under clothes). Also, the lessons include interaction with the horse, when the child gives a verbal or non-verbal command, repeating after the instructor, which involves stopping, starting, and the direction of the horse's movement.

Acquaintance with the manual should not from the very beginning cause hindering actions in the child, therefore the instructor takes several circles with the image of the rider and always in the position in which the rider is located - the starting position (S.P.) sitting in front. Since the child's motivation for action at this stage is often reduced, the instructor himself starts a simple game and takes out pictures, talks about the positions, and sculpts them on a sheet. After analyzing the reaction, the instructor begins to gradually include the child in the game. It is important to separate two concepts, the automatic memorization of positions and the analytical activity of the child in working with the manual.

At the second stage, the child's activity in the lesson increases. In developing riding, exercises are added with sorting objects according to various tactile properties. Actual exercises are when the child repeats simple exercises after the instructor.

The child is already familiar with the S.P. in front of the manual, when he takes out a circle with the image of a horseman, for example, "hands up", he is already doing them. At the end of the stage, the S.P. clause is added. on the side. Only those positions are taken in which the usual position is shown (without changing the position of the hands). In order for the instructor to understand whether the child has recognized the difference in the S.P. front or S.P. side, give the task of sorting positions, side or front.

The third stage, compared with the previous one, is characterized by the activity of the child in moving his own body relative to the horse. The position of S.P. is added to the development. sit back. In the classroom in various starting positions, tasks are added to control the child's movements and follow complex instructions. For example, a large and a small soft ball is taken, at first you can simply try to squeeze the balls with your palms and knees. Then the instruction to the child follows: "you need to live a small ball between your knees, and a large ball between your palms, squeeze a small ball with your knees", etc.

So that the tasks are not just a transplant (this will quickly reduce the motivation of the child), we supplement this task with various complicated tasks. For example, after transplantation, the child needs to put a kinesio bag on himself on a certain part of the body, repeating the position after the instructor's action. Also with children, it is possible to sort cards with positions already on three grounds.

At the fourth stage of the lesson, the child gets acquainted not only with the position of his body relative to the horse, but also with the position of objects relative to the body.

The use of objects - toy animals (fruits) - is very important, since the child's motivation for this is higher than for studying the position of kinesio bags. For example, the instructor distributes various objects around the child and we study what lies in front, behind, on the right side and on the left side, and on instructions the child changes the position of the objects around him. By the end of the stage, exercises are added to search for objects throughout the work area.

We use the sheets from the manual, where the location of the kinesio bags is shown relative to the body of the rider. First, a picture is shown and the bag is placed passively based on the picture, then the rider learns to lay them out on his own, at the same time transplanting according to the picture into positions relative to the horse. We are also starting to study the manual, where, in addition to the provisions regarding the horse, you need to take into account what color and in which hand (right / left) the kinesio bag is located.

At the fifth stage, all the above exercises are done, which are brought under the specifics of studying the account - movements and memory exercises, as well as the horse's step is well suited for learning the rhythm.

When working with the manual, at first it is better to perform memory exercises using an "empty sheet" with three empty cells, the child takes a circle out of the bag and sculpts them on his own in the order he wants, then tries to complete tasks from memory. Also, color-movement can be organized using colored chips and colored clothespins with pictures of the positions on the horse's mane, it will be easier for children to memorize the sequence by seeing the images.

Further, for exercises with the manual, a "sheet - six empty cells" is used, where there will be positions on the left and numbers on the right. First, the numbers 1, 2, 3 are used. The exercises are chosen the simplest to perform, the rider takes out the cards and sculpts them, and the numbers on the left, and at first they perform them together with the instructor, the instructor keeps score. Then, numbers up to 10 are gradually added to the lessons, and the motor tasks provided by the images from the manual become more difficult.

When the child easily completes this task, you can use the count to teach the rhythm and pace of the movements.

Table 1. *Results of changes in testing indicators for children with hyperactive and hyperkinetic disorders, points*

Test	Experimental group (n=5) (X±m), points		Control group (n=5) ($\bar{X}$±m), points		p
	Before	After	Before	After	
The level of development of cognitive and motor abilities of children	5,20±0,64	10,80±1,04	5,40±0,72	8,60±0,88	>0.05
Alvord and P. Baker on child hyperactivity	5,40±0,88	11,80±1,84	5,40±0,88	12,20±1,44	<0.05

Results of the study and their discussion. According to the results of the tests, it can be seen that according to the Alvrod test, the two groups have almost the same results (Table 1), which means that these methods of work within the framework of developing riding equally favorably affect the deficit of active attention, motor disinhibition and impulsivity of children.

According to the results of the test on the level of development of cognitive and motor abilities of children, we see (Table 1) that the children of the two studied groups began to perform well even the third and fourth blocks of the test, where the child uses the acquired skills in the body scheme, spatial orientation, memory. But in the control group, only 1-2% of children perform task 4 of the test well, while in the experimental group 6-7% of children cope with this task. 1% of children in the control group cope with task 5, having received a mark of 1 point, in the experimental group 5% of children receive 1 point and 2% of children completely cope with the task.

Conclusions. The conducted testing proved the positive effect of the influence of the program of developing riding on such states of children as impulsivity, motor disinhibition, active attention. The use of the manual "Harmony in motion" contributed to the improvement of the cognitive and motor abilities of children.

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Professionalism of the head of a sports organization

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Abstract

Objective of the study was to determine the criteria for the professionalism of the head of a sports organization.

Methods and structure of the study. In the course of the study, an analysis of literary sources was carried out, which makes it possible to identify the most significant managerial qualities of a sports leader. To rank these qualities, a survey method was used - a questionnaire. The survey was conducted in Nizhny Novgorod in September 2021, in which managers and specialists of ten physical culture and sports organizations took part.

Results and conclusions. The vast majority of employees and managers of sports organizations see in the leader a strong personality with pronounced leadership qualities, manifested in organizational skills, discipline and self-control, sociability, psychological skills, indisputable authority, responsibility and the ability to defend the interests of the organization, forming a single, systemic concept of leadership. These personal qualities determine the professional competence of a sports leader, which is an integrated result of special education, socialization, practical skills and psychological characteristics.

Keywords: *physical culture and sports organization, sports management, leader, professionalism, personal qualities.*

Introduction. The development of the system of modern Russian sports largely depends on the professional competence of managers and specialists working in sports organizations. The effectiveness of the work of a physical culture and sports organization is largely due to the professional qualities of the leader [1, 2, 5].

The new economic conditions allowed sports organizations to gain greater independence, which influenced the interest in labor efficiency. Much in the work began to depend on the personal qualities of the leader. This suggested that the activities of the organization, the results of its work depend on the professionalism of the head, which determined the relevance of our study, aimed at identifying the most important professional qualities of the head of a sports organization.

Objective of the study was to identify professionally important personality traits of the head of a physical culture and sports organization, which are more pronounced in the conditions of the modern development of physical culture and sports as a branch of the economy.

Methods and structure of the study. As part of the study, an analysis of literary sources [1-6] was carried out, which made it possible to identify significant managerial qualities of a sports leader, such as the ability to form the economy of an enterprise, that is, to extract economic benefits, to show leadership, expressed in gaining the trust of the team, the ability to lead themselves, defending the interests of the organization.

To rank these qualities, a survey method was used - a survey, in which managers and specialists of ten sports organizations of Nizhny Novgorod in the amount of 30 people took part. Basically, the questions of the questionnaire were aimed at identifying the activity aspects of a sports leader, such as the ability to convince, self-control, etc.