



**MINISTRY OF SCIENCE AND HIGHER EDUCATION
OF THE RUSSIAN FEDERATION**
Federal State Budgetary Educational Institution of Higher Education
"IRKUTSK STATE UNIVERSITY"
Physical Education and Health Center



APPROVED:

Rector for Education

A.I. Vokin

February 28, 2025

Syllabus

Discipline Б1.О.08 Physical Education and Sports

Major: All fields of study

University Degree: Bachelor

Full-time, part-time, extramural (the program is implemented entirely via e-learning and distance educational technologies)

Recommended by Department of Physical
Education, Sports and Medico-Biological
Sciences
Protocol № 7 of January 29, 2025

Department Chair I.I. Plotnikova

Irkutsk 2025

Contents

I. Goals and objectives of the discipline (Module)	3
II. Place of the Discipline in the CPEP Structure	3
III. Requirements for the Discipline Learning Outcomes	3
IV. Contents and Discipline Structure	6
4.1. Discipline Contents, Structured by Topics, with Indicated Types of Classes and Allocated Academic Hours	6
4.2. Plan for Out-of-Class Student Self-Study of the Discipline	7
4.3. Learning Content	9
4.3.1. List of Practical Sessions	9
4.4. Guidelines for Organizing Student Self-Study	12
V. Educational, Methodological, and Information Support for the Discipline	13
a) Required Reading	13
b) Databases, Search and Reference Systems, and Information Systems	13
VI. Material and Technical Support for the Discipline	14
6.1. Educational and laboratory equipment	14
6.2. Software	16
6.3. Technical and Electronic Learning Tools	17
VII. Education Technologies	17
VIII. Materials for Formative and Summative Assessment	18

I. Goal and Objectives of the Discipline (Module)

The goal of mastering the discipline "Physical Education and Sports" is to form a motivational and value-based attitude towards physical culture, an orientation toward a healthy lifestyle, physical self-improvement, and the development of a habit of regular physical exercise and sports for subsequent life and professional achievements.

Objectives:

- To form a motivational and value-based attitude towards physical culture and sports, an orientation toward a healthy lifestyle, and a need for regular exercise.
- To teach a system of practical skills that ensure health preservation, mental well-being, and the development of psychophysical abilities and personality traits.
- To teach methods of physical education and self-education to increase the body's adaptive reserves.
- To ensure general and professional-applied physical fitness, determining the student's psychophysical readiness for their future profession.
- To facilitate the acquisition of experience in the creative use of sports activities to achieve professional goals.

II. Place of the Discipline in the CPEP Structure

The discipline "Physical Education and Sports" belongs to the mandatory part of Section 1 "Disciplines (Modules)" of the Core Educational Program (CPEP).

Knowledge and skills acquired during the school course "Physical Education" are required. This discipline serves as a foundation for "Elective disciplines in physical education and sports" and "Life Safety"

The list of subsequent disciplines for which the knowledge, skills, and abilities formed by this discipline are required:

the module "Elective Disciplines (Modules) in Physical Education and Sports",
the discipline "Life Safety".

III. Requirements for the Discipline (Module) Learning Outcomes

The study of this discipline aims to develop the following **competency**:

UC-7: "Ability to maintain an adequate level of physical fitness to ensure full-fledged social and professional activities"

Competency (UC)	Competency Achievement Indicators (CAI UC)	Learning Outcomes

<p>UC-7</p>	<p>CAI UC 7.1 Determines personal level of physical development and physical fitness.</p>	<p>Knows: methods of comprehensive and harmonious development of physical and motor qualities and increasing the level of physical fitness in the process of physical culture and sports activities to ensure full-fledged social and professional activities.</p> <p>Is able to: use the means and methods of physical culture and sports for independent health strengthening.</p> <p>Has mastered: means of independent, methodologically correct use of physical education and health strengthening methods.</p>
--------------------	---	---

	<p>CAI UC 7.2 Maintains their own level of physical fitness at an adequate level to ensure full-fledged social and professional activities.</p>	<p>Knows: ways of independent improvement of individual abilities, formation of the foundations of a healthy lifestyle, and the need for physical activity based on regular physical exercise and sports.</p> <p>Is able to: increase the level of functional and motor abilities, form basic motor skills and abilities, and acquire personal experience that ensures the possibility of independent, creative use of physical culture and sports means to ensure full-fledged social and professional activities.</p> <p>Has mastered: methodology for using scientific, practical, and special knowledge required to achieve an adequate level of physical fitness, physical education, and self-education, as well as the ability of their adaptive, creative use to increase the body's adaptation reserves and strengthen health.</p>
--	--	--

IV. Contents and Discipline (Module) Structure

4.1 Discipline Volume and Types of Academic Work (Full-time/Part-time)

Type of Academic Work	Total Hours / Credit Units	Semester 1	Semester 2
In-class (total)	36	16	20
Including:			
Lectures (Lec) / (Electronic)	36	16	20
Practical classes (Pr) / (Electronic)	—	—	—
Laboratory work (Lab)	—	—	—
Consultations (Cons)	2	1	1

Student self-study (SS)	30	19	11
Type of summative assessment, hours (Monitoring)	—	—	Pass/ fail
Control (KO)	8	—	8
Contact work, total	42	—	—
Total Workload:			
Credit Units	2	—	—
Hours	72	—	—

4.2 List of Sections and Topics

#	Topic Name	Types of Educational Activities, Including Self-Study, Practical Sessions, and Workload (in hrs)				Assessment Tools	Competency Achievement Indicators (CAI UC)	Total hours
		Teacher Contact Hrs						
		Lectures	Practical sessions	Lab work	Student Self-Study			
1st semester								
	Section 1. Physical Culture and Sport as a Social and Cultural Phenomena	16			19		UC 7	35
1	Topic 1.1. Physical culture in the system of higher education and professional training.	2			2	Testing, Educa, notes	CAI UC 7.1	4

2	Topic 1.2. Socio-biological foundations of physical culture.	2			4	Testing, Educa, notes	CAI UC 7.1, 7.2	6
3	Topic 1.3. Foundations of a healthy lifestyle. Physical culture in ensuring health.	2			2	Testing, Educa, notes	CAI UC 7.1, 7.2	4
4	Topic 1.4. Psychophysiological foundations of mental labor and intellectual performance.	2			2	Testing, Educa, notes	CAI UC 7.1, 7.2	4
5	Topic 1.5. General physical and special training in the system of physical education.	2			3	Testing, Educa, notes	CAI UC 7.1, 7.2	5
6	Topic 1.6. Foundations of methods for independent physical exercise and self-monitoring.	2			2	Testing, Educa, notes	CAI UC 7.1, 7.2	4
7	Topic 1.7. Sports. Individual choice of sports or systems of physical exercises.	2			2	Testing, Educa, notes	CAI UC 7.1, 7.2	4

8	Topic 1.8. Specifics of chosen sports or systems of physical exercises.	2			2	Testing, Educa, oral questioning	CAI UC 7.1, 7.2	4
----------	--	---	--	--	---	----------------------------------	-----------------	---

2nd semester								
#	Section / Topic	Lec.	Sem.	Lab work	Indep. Work	Assessment Tools	Competency Indicators	Total (Hrs)
10	Section 2. Foundations of Physical Education, Self-Education, and Health Self-Monitoring	20			7			27
11	Topic 2.1. Physical culture and sports in the professional activity of a Bachelor	2			1	Testing, EDUCA , notes, oral questioning	UC-7.1, UC-7.2	3
12	Topic 2.2. Motivation for independent physical culture. Training session methodology	2			1	EDUCA Testing, Synopsis, Project (Self-monitoring diary)	UC-7.1, UC-7.2	3

13	Topic 2.3. Forms, means, and methods of independent physical culture and sports activities	3			0.5	Testing, EDUCA, notes	UC-7.1, UC-7.2	3.5
14	Topic 2.4. Self-monitoring during independent physical culture and sports activities	2			1	Testing, EDUCA, notes	UC-7.1, UC-7.2	3
15	Topic 2.5. Adjusting the content of independent physical culture and sports activities	2			0.5	Testing, EDUCA, notes	UC-7.1, UC-7.2	2.5
16	Topic 2.6. Professional-Applied Physical Training (PAPT)	3			0.5	Testing, EDUCA, notes	UC-7.1, UC-7.2	3.5
17	Topic 2.7. Means and forms of Professional-Applied Physical Training (PAPT)	2			0.5	Testing, EDUCA, notes, oral questioning	UC-7.1, UC-7.2	2.5
18	Topic 2.8. Methodology for selecting means for mastering PAPT elements independently	2			1	Testing, EDUCA, notes, oral questioning	UC-7.1, UC-7.2	3

19	Topic 2.9. Methods for regulating psycho-emotional state in non-academic activities	2			1	Testing, EDUCA, notes, oral questioning	UC-7.1, UC-7.2	3
	TOTAL (Hours)	36			26			62

4.1. Learning Content of the Discipline (Module):

Name of Sections and Topics	Content / Didactic Units	Form of Formative Assessment / Form of Summative Assessment
1	2	3
Topic 1.1. Physical culture and sports in the general cultural and professional training of students	Physical culture as part of general culture. Social functions of physical culture. Personal physical culture. Components of physical culture. Types of physical culture.	Testing Educa, lecture notes / Pass/ fail

<p>Topic 1.2. Socio-biological foundations of physical culture and sports</p>	<p>Socio-biological essence of a human. The organism as a single self-developing and self-regulating biological system. Functional systems of the organism. The external environment and its impact on the organism and human vital activities. Functional activity of a human and the relationship between physical and mental activity. Fatigue during physical and mental work. Recovery.</p>	<p>Testing Educa, lecture notes / Pass/ fail</p>
<p>Topic 1.3. Foundations of a student's healthy lifestyle. Physical culture and sports in ensuring health</p>	<p>Health, main aspects of preserving and strengthening health, healthy lifestyle. Organization of motor activity. Criteria for the effectiveness of a healthy lifestyle. Physical self-education and self-improvement as a condition for a healthy lifestyle.</p>	<p>Testing Educa, lecture notes / Pass/ fail</p>
<p>Topic 1.4. Psychophysiological foundations of academic labor and intellectual activity. Means of physical culture and sports in regulating performance</p>	<p>Objective and subjective factors of learning and the reaction of the student's body to them. Changes in the student's body state under the influence of various modes and conditions of learning. Performance and the influence of various factors on it. Influence of periodic rhythmic processes in the body on performance. General patterns of changes in students' performance during the learning process. Types of changes in students' mental performance. Features of conducting physical education classes to improve students' performance.</p>	<p>Testing Educa, lecture notes / Pass/ fail</p>
<p>Topic 1.5. General physical and special training in the system of physical education</p>	<p>Methodological principles of physical education. Means and methods of physical education. Development of physical qualities. Formation of psychological qualities, traits, and personality properties in the process of physical education. General physical training (GPT). Special</p>	<p>Testing Educa, lecture notes / Pass/ fail</p>

	physical training (SPT).	
Topic 1.6. Foundations of the methodology for independent physical exercise	Organization of independent physical exercise. Forms of physical exercise sessions. Methodology for independent sessions. Content of independent sessions.	Testing Educa, lecture notes / Pass/ fail
Topic 1.7. Sports. Individual choice of sports or physical exercise systems	Definition of the concept of "sport". Its fundamental difference from other types of physical exercise activities. Mass sports and high-performance sports. Student sports. Its organizational features. Features of organization and planning of sports training in higher education institutions.	Testing Educa, lecture notes / Pass/ fail
Topic 1.8.Features of practicing a chosen sport or system of physical exercises	Historical overview. Influence of the chosen sport or system of physical exercises on physical development, functional fitness, and psychological qualities. Training planning in the chosen sport or physical exercise system. Ways to achieve physical, technical, tactical, and psychological readiness. Types and methods of monitoring the effectiveness of training sessions.	Testing Educa, lecture notes, interview / Pass/ fail
Section 2. Methods of Self-Education and Self-Monitoring		

Topic 2.1. Physical culture in the professional activity of a specialist	The role of physical culture in the work-rest regime. Professional-applied physical training (PAPT). Means of physical culture in the prevention of occupational diseases.	Formative assessment(Testing) / Pass/ fail
Topic 2.2. Motivation for student self-study. Training methods	Socio-economic and personal significance of physical culture. Structure and organization of independent training sessions. Methods for developing physical qualities during student self-study.	Individual training plan / Pass/ fail
Topic 2.3. Forms and methods of independent sports activity	Morning health-improving gymnastics. Exercise during the workday. Independent training sessions in various sports. Organizing and conducting amateur competitions.	Formative assessment(Testing) / Pass/ fail
Topic 2.4. Self-monitoring during physical exercise and sports	Subjective and objective indicators of self-monitoring. Keeping a self-monitoring diary. Assessing the functional state of the cardiovascular and respiratory systems.	Practical work / Pass/ fail
Topic 2.5. Professional-applied physical training (PAPT)	Goals and objectives of PAPT. Factors determining the content of PAPT. Methodology for selecting exercises for professional-applied training.	Formative assessment(Testing) / Pass/ fail
Topic 2.6. Professional-Applied Physical Training (PAPT)	Professional-applied physical training. Historical background on the relevance of professional-applied physical training. Personal and socio-economic necessity of special psychophysical preparation of a person for labor in modern conditions. The necessity of professional-applied physical training; tasks of PAPT. Main factors determining the content of PAPT.	Formative assessment(Testing) / Pass/ fail
Topic 2.7. Means and Forms of Professional-Applied Physical	Means of professional-applied physical training. Organization and forms of PAPT sessions in higher education institutions. Occupational physical culture (OPC). Methodology for compiling and conducting sets of exercises for physical education pauses, physical education minutes, and micro-pauses for active	Formative assessment(Testing) /

Training (PAPT)	rest.	Pass/ fail
Topic 2.8. Methodology for Selecting Means for Independent Mastery of Specific PAPT Elements	Applied physical exercises and specific elements of various sports. Applied sports (their holistic application). Health-improving forces of nature and hygienic factors. Auxiliary means ensuring the quality of the educational process in the PAPT section. Methodology for selecting exercises of various orientations. Applied physical exercises and specific elements.	Formative assessment(Testing) / Pass/ fail
Topic 2.9. Methods for Regulating the Psycho-emotional State Applied in Academic Activities, Physical Culture, and Sports	Specific motor exercises and their use for regulating emotional states in various situations. Special types of massage and self-massage, breathing exercises. Autogenic training: its goals and objectives.	Formative assessment(Testing) / Pass/ fail

V. EDUCATIONAL, METHODOLOGICAL, AND INFORMATION SUPPORT OF THE DISCIPLINE (MODULE)

a) List of Literature (References):

1. **Budnikova, O.S.** Foundations of Mathematical Information Processing [Text]: study guide / O.S. Budnikova, A.I. Kovyreshina, M.N. Machkhina. - Irkutsk: ISU Publishing House, 2015. – 148 p. – 9 copies.
2. **Borodin, A.N.** Elementary Course in Probability Theory and Mathematical Statistics [Electronic course]: / A.N. Borodin. - Moscow: Lan, 2011. - 254 p. Access mode: ELS (Electronic Library System). ISBN 978-58114-0442-1.
3. **Nachinskaya, S.V.** Sports Metrology [Text]: textbook for Universities / S.V. Nachinskaya. - 3rd ed., rev. – M.: Publishing Center "Academy", 2011. – 239 p. ISBN 978-5-7695-8079-6. Total: 10 copies.
4. **Nazarova, E.N.** Foundations of Medical Knowledge and a Healthy Lifestyle / E.N. Nazarova. - 2nd ed., stereotyped. - M.: Academy, 2013. - 20 copies.
5. **Stolyarenko, Lyudmila Dmitrievna.** Psychology and Pedagogy [Electronic resource]: a short course of lectures / L.D. Stolyarenko, S.I. Samygin, V.E. Stolyarenko. - 4th ed., rev. and add. - EVC. -: Urait, 2011. - Access mode: E-reading room "Bibliotech". - ISBN 978-5-9916-1247-0.
6. **Tuganbaev, A.A.** Probability Theory and Mathematical Statistics [Electronic course]: / A.A. Tuganbaev, V.G. Krupin. – Moscow: Lan, 2011. - 223 p.: ill. Access mode: Lan ELS. ISBN 978-5-8114-1079-8.
7. **Pruzhinin, K.N., Pruzhinina, M.V.** Physical Recreation as an Interdisciplinary Field of Physical Education: educational and methodological manual. - Irkutsk branch of "RSUPESY&T", 2011. - 124 p. ISBN 978-5-91344-338-0. 10 copies.
8. **Pruzhinin, K.N., Pruzhinina, M.V.** General Characteristics of Adaptive Physical Culture: educational and methodological manual. - Irkutsk branch of "RSUPESY&T", 2011. - 164 p. ISBN 978-5-91344-339-7. 10 copies.
9. **Pruzhinin, K.N., Pruzhinina, M.V.** Main Means of Restoring Performance during Physical Exercise: educational and methodological manual. - Irkutsk: East Siberian State Academy of Education, 2012. - 112 p. 12 copies.
10. **Physical Culture [Text] (lecture material):** study guide / R.F. Prokhodovskaya [et al.]; rev. E.V. Vorobyeva, V.Y. Lebedinsky; Irkutsk State University, Physical Culture and Health Center. - Irkutsk: Megaprint, 2015. - 197 p. ISBN 978-5-905624-28-5. 27 copies.

6) Databases, Information-Reference, and Search Systems:

1. System of Federal Educational Portals — http://www.edu.ru/db/portal/sites/portal_page.htm
2. Ministry of Education and Science of the Russian Federation — <https://minobrnauki.gov.ru/about/governance/>
3. Federal Portal "Russian Education" — <https://edu.ru/>
4. Physical Education Teacher's Website — <https://fizkulturana5.ru/>
5. Legal Reference System (LRS) "Garant" (for use in the educational process, Agreement 1D/17, indefinite)
6. Online Dictionaries of the Gramota.ru Portal — http://slovari.gramota.ru/portal_sl.html
7. Scientific Electronic Library eLibrary — <http://elibrary.ru>
8. Russian State Library (RSL) — <http://www.rsl.ru>
9. Russian Library Resources: * http://courses.urc.ac.ru/guest/litterat/libraries_r.html
 - o <http://www.maindir.gov.ru/Lib/>
10. Library of the Administration of the President of the Russian Federation — <http://www.libfl.ru/>
11. M.I. Rudomino All-Russia State Library for Foreign Literature — http://www.libfl.ras.ru/ushin/ushin_r.html
12. Electronic Library System (ELS) biblio-online.ru — <https://biblio-online.ru>

VI. LOGISTICS AND MATERIAL-TECHNICAL SUPPORT OF THE DISCIPLINE

6.1. Facilities and Equipment

- **Distance Learning:** The Work Program of the Discipline (WPD) is implemented using e-learning and distance learning technologies.
 - Materials for independent study are available in the **Educa** Distance Learning System.
 - Online lectures are conducted via the **Pruffme** webinar and video conferencing service (Beta tariff plan; license issued in 2015, perpetual No. 261/23 dated 01.11.2023).
- **Specialized Classrooms (Lecture and Seminar Type):**
 - Used for lectures, seminars, group and individual consultations, formative assessment, and summative assessment.
 - Equipped with specialized furniture for 30 students and technical teaching aids.
 - **Presentation Equipment:** Interactive educational complex, sets of demonstration equipment, and visual aids providing thematic illustrations.
 - **Portable Multimedia Equipment:** Viewsonic PJD5234 projector, HP 610 laptop.
- **Self-Study Rooms:**
 - Equipped with specialized furniture for 30 students and computer hardware with Internet connectivity and access to the organization's Electronic Information and Educational Environment (EIES).
 - **Hardware:** Intel Celeron 775S computers (30 units); 8-port MINI SWITCH.
 - **Software:** Microsoft Office Professional PLUS 2007 (License No. 43037074, perpetual); Kaspersky Endpoint Security 10.1 (Contract No. 04-114-16 dated Nov 14, 2016).

6.2. Technical Teaching Aids

- Electronic presentations developed for all topics of the discipline for use in lectures and practical sessions.
- A set of video materials for visual representation of specific topics within the curriculum.

VII. LICENSED AND SOFTWARE SUPPORT

- **Microsoft® Office Professional Plus 2007** (Russian Academic OPEN No Level, perpetual).
- **Moodle 3.2.1** (Open-source Learning Management System; perpetual).
- **Pruffme** (Webinar and video conferencing service; Beta tariff plan; license No. 261/23, perpetual).
- **Adobe Acrobat Reader DC** (PDF viewer).
- **Audacity** (Audio editing software).
- **Far Manager** (File management).
- **Firefox** (Web browser).
- **Kaspersky AV** (Antivirus software).
- **Consultant Plus** (Legal Reference System; Cooperation Agreement with the university library No. 2912/2017, perpetual).

VII. EDUCATIONAL TECHNOLOGIES

In the educational process, distance learning technologies are used to implement various types of academic work. These technologies develop students' skills in teamwork, interpersonal communication, decision-making, and leadership, while forming the necessary competencies.

Names of topics for sessions using educational technologies:

#	Topic Name	Type of Class	Form / Methods of Interactive Learning	Hours

1	Physical culture and sports in the general cultural and professional training of students	Lecture	Visual-based lecture	2
2	Socio-biological foundations of physical culture and sports	Lecture	Visual-based lecture	2
3	Foundations of a student's healthy lifestyle. Physical culture and sports in ensuring health	Lecture	Group discussions	2
4	Psychophysiological foundations of academic labor and intellectual activity. Means of physical culture and sports in regulating performance	Lecture	Lecture-discussion	2
5	General physical and special training in the system of physical education	Lecture	Visual-based lecture	2
6	Foundations of the methodology for independent physical exercise	Lecture	Visual-based lecture	2
7	Sports. Individual choice of sports or systems of physical exercises	Lecture	Visual-based lecture	2
8	Features of practicing a chosen sport or system of physical exercises	Lecture	Visual-based lecture	2
9	Physical culture and sports in the professional activity of a Bachelor	Lecture	Problem-based lecture	2
10	Motivation for independent physical culture sessions. Methodology for conducting an academic training session	Lecture	Individual methodological workshop	2

11	Forms, means, and methods of independent physical culture and sports activities	Lecture	Visual-based lecture	3
12	Self-monitoring during independent physical culture and sports activities	Lecture	Lecture-discussion	2
13	Adjusting the content of independent physical culture and sports activities	Lecture	Problem-based lecture	2
14	Professional-applied physical training (PAPT)	Lecture	Professional experience formation technologies	3
15	Means and forms of professional-applied physical training (PAPT) for a teacher. Safety regulations for session organization	Lecture	Professional experience formation technologies	2
16	Methodology for selecting means for independent mastery of specific professional-applied physical training elements	Lecture	Problem-based lecture	2
17	Methods for regulating the psycho-emotional state applied in academic activities, physical culture, and sports	Lecture	Lecture-discussion	2
	Total Hours			36

VIII. ASSESSMENT MATERIALS FOR FORMATIVE ASSESSMENT AND SUMMATIVE ASSESSMENT

8.1 Assessment Materials for Formative Assessment (Sample Test Tasks)

Demonstration Test Versions:

1. Determine whether the following definition is True or False:
Physical culture is a part of the general culture of the individual and society, aimed at strengthening health, the comprehensive improvement of physical abilities, and their use in social activities and the daily life of every person. Physical culture is a natural process of formation and subsequent change throughout a person's life of the morphofunctional properties of their body and the physical qualities and abilities based on them.
 - A) True
 - B) False
2. The type of education whose specific content consists of teaching movements, developing physical qualities, mastering special physical knowledge, and forming a conscious need for physical activity is called:
 - Physical culture;
 - Physical training;
 - Physical education; (+)
 - Physical literacy.
3. The result of physical training is:
 - Physical development of the individual;
 - Physical education;
 - Physical fitness; (+)
 - Physical perfection.
4. A specialized process that facilitates success in a specific activity (type of profession, sport, etc.) and imposes specialized requirements on a person's motor abilities is called:
 - Sports training;
 - Special physical training;
 - Physical perfection;
 - Professional-applied physical training (PAPT). (+)
5. In accordance with their state of health, physical development, and level of physical fitness, all students are divided into the following medical groups:
 - a) weak, b) medium, c) strong;
 - a) basic, b) preparatory, c) special; (+)
 - a) no health deviations, b) with health deviations;
 - a) health-improving, b) physical culture-based, c) sports-based.
6. The main goal of the physical education of students is:
 - **Formation of the personal physical culture;** (+)
 - Improvement of physical qualities;
 - Training of movements.
7. Specify which component of personal physical culture does not exist:
 - A. Operational;
 - B. Practical-activity;
 - C. Intellectual; (+)
 - D. Motivational-value.
8. **The technique of physical exercises is commonly defined as:**
 - A method for the expedient solution of a motor task; (+)
 - A method of organizing movements when performing exercises;
 - The composition and sequence of movements when performing exercises;

- The rational organization of motor actions.
9. **During individual sessions involving hardening procedures, a number of rules should be followed. Specify which of the procedures listed below should NOT be followed:**
- The lower the air temperature, the more intensely the exercises should be performed, as hypothermia must be avoided;
 - The higher the air temperature, the shorter the sessions should be, as overheating of the body must be avoided;
 - It is not recommended to train under intense solar radiation;
 - After the session, one should take a cold shower. (+)
10. **When shaping the physique, the following are ineffective:**
- Exercises that promote an increase in muscle mass;
 - Exercises that promote weight loss;
 - Exercises combined in the form of circuit training;
 - Exercises that promote an increase in the speed of movements. (+)
11. **Correct breathing is characterized by:**
- A longer exhalation; (+)
 - A longer inhalation;
 - Inhalation through the nose and exhalation through the mouth;
 - Equal duration of inhalation and exhalation

Assessment Program for the Checked Competency: UC-7

Topic or Section of the Discipline	Competency Code & Indicator	Assessment Indicator	Evaluation Criterion	Name of Assessment Tool	
				FA	SA
Section 1. Physical Culture and Sports as Social and Cultural Phenomena					
Topic 1.1. Physical culture and sports in the general cultural and professional training of students	UC-7 CAI UC 7.1 CAI UC 7.2	1. Recognizes the significance of physical culture and sports as social phenomena. 2. Represents the current state of physical culture and sports. 3. Knows the content of the Federal Law "On Physical Culture and Sports in the Russian Federation." 4. Understands the structure of personal physical culture. 5. Recognizes physical culture values and possesses a positive attitude towards it. 6. Outlines the main provisions of physical education organization in a higher education institution.	Realizes the social importance of physical culture. Demonstrates knowledge of modern trends and laws. Possesses value orientations and a positive attitude toward physical culture and sports.	Test	Testing
Topic 1.2. Socio-biological foundations of physical culture and	UC-7 CAI UC 7.1 CAI UC	1. Views the human organism as a single self-developing and	Correctly describes the organism as a biological system. Understands the	Test	Pass/

sports	7.2	self-regulating biological system. 2. Understands the impact of natural and socio-ecological factors on the organism. 3. Knows the means of physical culture used to manage and improve functional capabilities for mental and physical activity. 4. Understands the physiological mechanisms and patterns of system improvement under physical training.	relationship between exercise and functional capability improvement.		fail
Topic 1.3. Foundations of a student's healthy lifestyle. Physical culture and sports in health maintenance	UC-7 CAI UC 7.1 CAI UC 7.2	1. Characterizes human health as a value and knows the factors determining it. 2. Understands the link between a student's general culture and lifestyle. 3. Defines the concept of a Healthy Lifestyle (HLS) and its components. 4. Maintains a positive personal attitude toward health. 5. Knows the requirements for HLS organization and self-improvement. 6. Understands the criteria for HLS effectiveness.	Demonstrates awareness of health values. Lists HLS components. Shows personal commitment to health maintenance and self-education.	Test	Pass/ fail

<p>Topic 1.4. Psychophysiological foundations of academic labor. Regulation of performance</p>	<p>UC-7 CAI UC 7.1 CAI UC 7.2</p>	<p>1. Regulates performance dynamics during the academic year. 2. Knows the causes of changes in psychophysical states during exams and the criteria for fatigue. 3. Characterizes the use of physical culture means for optimizing performance and preventing neuro-emotional exhaustion.</p>	<p>Able to apply methods to regulate academic performance. Understands fatigue criteria and prevention methods.</p>	<p>Test /</p>	<p>Pass/ fail, testing</p>
<p>Topic 1.5. General physical and special training in the system of physical education</p>	<p>UC-7 CAI UC 7.1 CAI UC 7.2</p>	<p>1. Outlines methodological principles and methods of physical education. 2. Understands the basics of movement training and physical quality improvement. 3. Develops psychological qualities during physical education. 4. Knows the goals and tasks of General Physical Training (GPT), Special Physical Training (SPT), and Sports Training. 5. Identifies exercise intensity zones and the importance of muscle relaxation. 6. Reproduces forms of physical exercise</p>	<p>Understands the difference between GPT and SPT. Knows intensity zones. Able to identify conditions for physical development correction.</p>	<p>Test /</p>	<p>Pass/ fail, testing</p>

		sessions.			
Topic 1.6. Foundations of the methodology for independent physical exercise	UC-7 CAI UC 7.1 CAI UC 7.2	1. Possesses motivation for independent sessions; knows their forms and content. 2. Organizes independent exercise sessions of various orientations. 3. Plans and manages independent sessions according to age-related intensity limits. 4. Performs self-monitoring of session effectiveness. 5. Participates in sports competitions.	Demonstrates ability to plan and organize independent training. Understands intensity boundaries and self-monitoring hygiene.	Test	Pass/fail, testing
Topic 1.7. Sports. Individual choice of sports or systems of physical exercises	UC-7 CAI UC 7.1 CAI UC 7.2	1. Understands the structure and goals of mass sports vs. high-performance sports. 2. Knows the sports classification and features of university sports planning. 3. Views competitions as a method of GPT and PAPT. 4. Familiar with modern and popular exercise systems (e.g., Crossfit, Yoga). 5. Possesses motivation for a reasoned individual choice of a sport for regular practice.	Can explain the system of student sports competitions. Justifies the choice of a specific sport or system based on psychophysiological characteristics.	Oral questioning	Pass/fail, testing

<p>Topic 1.8. Features of practicing a chosen sport or system of physical exercises</p>	<p>UC-7 CAI UC 7.1 CAI UC 7.2</p>	<p>1. Characterizes the impact of the chosen sport/system on physical and psychological development. 2. Understands model characteristics of high-class athletes. 3. Sets goals and tasks for training in a university setting. 4. Plans training (long-term, current, operational). 5. Monitors training effectiveness. 6. Knows specific credit requirements and standards for the chosen sport. 7. Familiar with the university's student competition calendar. 8. Understands the sports classification system and rules of competitions in the chosen sport.</p>	<p>Explains the historical and functional aspects of the chosen sport. Able to monitor training efficiency and knows specific semester standards.</p>	<p>Oral questioning</p>	<p>Pass/fail, testing</p>
--	--	---	---	-------------------------	----------------------------------

Section 2. Foundations of Physical Education Methodology, Self-Education, and Health Self-Monitoring

<p>Topic 2.1.Physical culture in the professional activity of a Bachelor</p>	<p>UC-7</p>	<p>1. Performs diagnosis and self-diagnosis of the body's state during regular exercise. 2. Independently conducts self-monitoring and maintains a diary. 3. Uses anthropometric indices, nomograms, and functional tests to evaluate physical development and fitness. 4. Adjusts exercise methodology based on monitoring results.</p>	<p>Demonstrates the ability to use medical and pedagogical control methods. Correctly interprets functional tests and anthropometric data.</p>	<p>Test /</p>	<p>testing</p>
<p>Topic 2.2. Motivation for independent physical culture. Training session methodology</p>	<p>UC-7</p>	<p>1. Realizes the significance of physical culture and possesses clear goals for independent sessions. 2. Understands the link between load intensity and fitness levels. 3. Masters the methodology for conducting parts of a training session (preparatory, main, final) for a group. 4. Solves educational and health-improving tasks during a session.</p>	<p>Able to build and conduct a training session segment based on a specific sport and the age/psychological traits of the group.</p>	<p>Oral questioning</p>	<p>Pass/ fail, testing</p>
<p>Topic 2.3.Forms, means, and methods of independent physical culture and sports activities</p>	<p>UC-7</p>	<p>1. Applies corrective eye gymnastics and self-massage basics. 2. Performs exercises for the muscular corset, posture, breathing, relaxation, and stretching. 3. Masters the methodology of combining motor-skill exercises with the correction of physical development changes.</p>	<p>Demonstrates a practical range of health-improving exercises (stretching, breathing, and posture correction).</p>	<p>Oral questioning</p>	<p>Pass/ fail, testing</p>

<p>Topic 2.4. Self-monitoring during independent physical culture and sports activities</p>	<p>UC-7</p>	<p>1. Determines means/forms of self-monitoring and evaluates health levels (e.g., Apanasenko express-evaluation). 2. Identifies objective and subjective indicators. 3. Maintains a self-monitoring diary. 4. Masters functional tests and exercise-tests for evaluation.</p>	<p>Uses subjective and objective data to track health trends. Understands the purpose of pedagogical control.</p>	<p>Oral questioning</p>	<p>Pass/fail, testing</p>
<p>Topic 2.5. Adjusting the content of independent physical culture and sports activities</p>	<p>UC-7</p>	<p>1. Evaluates physical state and health level. 2. Capable of correcting posture and exercise methodology based on monitoring results.</p>	<p>Shows the ability to adapt training plans based on recorded health indicators.</p>	<p>Oral questioning</p>	<p>Pass/fail, testing</p>
<p>Topic 2.6. Professional-Applied Physical Training (PAPT) for students</p>	<p>UC-7</p>	<p>1. Defines PAPT goals, tasks, and means. 2. Understands the socio-economic necessity of psychophysical preparation for labor. 3. Selects PAPT means based on the future profession profile. 4. Monitors PAPT effectiveness. 5. Knows pass/ fail requirements and standards for the faculty.</p>	<p>Explains the factors determining PAPT content for their specific professional profile. Knows the semester standards.</p>	<p>Oral questioning</p>	<p>Pass/fail, testing</p>
<p>Topic 2.7. Means and forms of PAPT for a teacher. Safety regulations</p>	<p>UC-7</p>	<p>1. Follows safety regulations when using PAPT means. 2. Knows tasks of occupational gymnastics, morning hygiene exercises, and active rest. 3. Applies physical education pauses and "minute" breaks to</p>	<p>Correctly performs occupational gymnastics and follows safety protocols. Understands the use of active rest for</p>	<p>Oral questioning</p>	<p>Pass/fail, testing</p>

		increase performance.	functional capacity.		
Topic 2.8. Methodology for selecting means for independent mastery of PAPT elements	UC-7	1. Identifies PAPT groups of means: applied exercises, sports elements, and natural forces. 2. Uses auxiliary means to ensure educational quality in PAPT. 3. Selects exercises of various orientations for professional development.	Effectively selects sports-specific elements that correlate with professional requirements.	Oral questioning	Pass/ fail, testing
Topic 2.9. Methods for regulating the psycho-emotional state in academic and sports activities	UC-7	1. Uses multi-directional gymnastics (breathing, joint, coordination, relaxation) to improve performance. 2. Regulates state during exam sessions using Umanstkaya's management zones. 3. Applies autogenic training and self-massage for recovery.	Demonstrates the use of physical culture means for emotional regulation and performance optimization.	Oral questioning	testing

Questions for Student Self-Study

Topic 1. Physical Culture in General Cultural and Professional Training

- Define: physical culture, sports, physical culture values, physical perfection, physical education, physical development, psychophysical training, vital skills, and functional fitness.
- Explain the role of motor activity and the professional orientation of physical education in social development.
- What are the social functions of physical culture and sports in modern society?
- Discuss the role of physical culture in preparing students for professional activities and extreme life situations.

Topic 2. Socio-Biological Foundations of Physical Culture

- Describe the human organism as a self-regulating biological system. How do environmental and socio-ecological factors affect vital activity?

- Differentiate between compensated, uncompensated, acute, and chronic fatigue.
- What are the consequences of hypokinesia and hypodynamia (lack of movement) on the body?
- How do biological rhythms affect performance and how can physical culture improve functional stability?

Topic 3. Foundations of a Student's Healthy Lifestyle (HLS)

- Define "health" and its criteria. How does lifestyle, environment, and heredity influence it?
- Discuss health in the hierarchy of human needs and the influence of personal cultural development on self-care.
- List the components of HLS: work-rest regime, nutrition, motor activity, hardening (thermal adaptation), and prevention of harmful habits.
- Explain physical self-education as a necessary condition for a healthy lifestyle.

Topic 4. Psychophysiological Foundations of Intellectual Labor

- How do objective and subjective factors of the educational process affect a student's functional state?
- Describe the dynamics of academic performance during the day, week, and semester.
- What are the typical physiological changes during an exam session?
- Explain the use of "small forms" of physical culture (micro-pauses) within the academic day to prevent over-fatigue.

Topic 5. General and Special Training in Physical Education

- Explain the methodological principles: awareness, visibility, accessibility, systematicity, and dynamism.
- Describe the methods: regulated exercise, game-based, and competitive methods.
- List the three stages of learning movements: initial learning, detailed learning, and mastery.
- Define General Physical Training (GPT) and Special Physical Training (SPT).
- Understand the structure of an athlete's readiness: technical, physical, tactical, and psychological.
- **Intensity Zones:** Define load intensity zones based on Heart Rate (HR).

Topic 6. Methodology of Independent Physical Exercise

- How do you organize and plan the volume/intensity of independent sessions relative to mental workload?
- What is the relationship between HR and the Anaerobic Threshold (AT) for students?
- List the hygiene requirements for independent sessions: nutrition, drinking regime, skin care, and equipment safety.

Topic 7. Sport and Individual Choice of Exercise Systems

- Contrast mass sports with high-performance sports. Explain the sports classification system.
- What is the role of student sports competitions (intra-university and international)?
- How should a student choose a sport based on goals: health strengthening, physique correction, or maximum results?
- Provide a psychophysical description of sports developing endurance, strength, speed, and coordination.

Topic 8. Features of the Chosen Sport or Exercise System

- Provide a brief history and the functional impact of your chosen sport on personality traits.
- Explain the difference between long-term, current, and operational training planning.
- What are the rules and classification requirements for your specific sport?

Topic 9. Physical Culture in Professional Activity (Bachelor)

- Define **Occupational Physical Culture (OPC)**.
- Describe types of workplace gymnastics: introductory gymnastics, physical education pauses, and

micro-pauses for active rest.

- How can physical culture be integrated into free time (morning hygiene gymnastics, "commuter" training)?

Topic 10. Motivation for Independent Training

- List motivational factors for forming professional qualities through interest in sports.
- Identify the challenges in increasing student motivation for regular physical activity.

Topic 11. Forms and Means of Independent Activities

- Identify the three forms of independent activity: morning gymnastics, exercises during the day, and independent training sessions.
- How do you select means (hygienic, recreational, preparatory, or therapeutic) based on sex, age, and health?

Topic 12. Self-Monitoring During Activity

- Explain the types of diagnostics: medical control, pedagogical control, and clinical examination (dispensary).
- Define objective and subjective self-monitoring indicators.
- How do you use anthropometric indices and functional tests to evaluate physique and fitness?

Topic 13. Adjusting Independent Training Plans

- Based on the self-monitoring diary, how do you introduce changes to the means and methods of your training?

Topic 14. Professional-Applied Physical Training (PAPT)

- Discuss the socio-economic necessity of psychophysical preparation for labor.
- What factors determine the content of PAPT for your specific faculty profile?
- Analyze the budget of work and free time for a specialist in your field.

Topic 15. Means and Forms of PAPT

- Describe the organization of PAPT in a university setting.
- How do applied sports and OPC help in professional readiness?

Topic 16. Selection of Means for Mastering PAPT Elements

- Discuss the role of natural forces (sun, air, water) and hygienic factors as auxiliary means for PAPT.
- How do you select exercises specifically for professional motor skills?

Topic 17. Methods of Psycho-emotional Regulation

- Describe specific motor exercises used to regulate emotional states.
- Explain the goals and tasks of **Autogenic Training**, breathing exercises, and self-massage.

8.2 Assessment Materials for Formative Monitoring of Progress

Tools for Assessing Educational Achievements

Assessment Tool	Description
Report / Presentation	A product of the student's independent work, consisting of a public speech presenting the results of a solved academic or scientific problem.
Notes	A product of the student's independent work, consisting of a written summary or description of the content of a book, article, etc., within a given context.
Oral questioning	A control tool organized as a specific conversation between the instructor and the student on topics related to the discipline, designed to determine the scope of the student's knowledge regarding a specific section, topic, or problem.
Test	A system of standardized tasks that allows for the automated measurement of the student's level of knowledge and skills.
Independent Work Assignments	A product of the student's independent work, consisting of responses to self-monitoring questions submitted through the EDUCA electronic system.

SPECIFICATIONS OF ASSESSMENT TOOLS AND GRADING SCALES

NAME OF ASSESSMENT TOOL: TEST

Characteristics	Indicators	Criteria	Evaluation Scale
<p>A system of standardized tasks allowing for the automation of the procedure for measuring the level of students' knowledge and skills</p>	<p>Possesses theoretical information</p>	<p>Selects an object from the proposed options</p>	<p>"3" – for 50% correctly completed tasks, "4" – for 65 – 80% correctly completed tasks, "5" – for 90 – 100% completed tasks. To receive a "pass" (credit), it is necessary to score at least 50% correct answers</p>
		<p>Establishes a correspondence between the proposed objects adequate to the given requirements</p>	
		<p>Lists the proposed objects sequentially in accordance with the specified requirements</p>	
		<p>Complements the proposed construction in accordance with the specified requirements</p>	
	<p>Performs tasks of an algorithmic</p>	<p>Performs the task using a previously studied algorithm and correlates the obtained result with one of the proposed options</p>	

nature

Performs the task using a previously studied algorithm without correlating the obtained result with one of the proposed options

NAME OF ASSESSMENT TOOL: ORAL QUESTIONING

Characteristics	Indicators	Criteria	Evaluation Scale
<p>A control tool organized as a special conversation between the teacher and the student on topics related to the discipline, designed to ascertain the scope of the student's knowledge on a specific section, topic, problem, etc.</p>	<p>Ability to operate with basic educational material in standard situations (situations equivalent to those listed during the study process)</p>	<p>Correctly reproduces fragments of educational material as an answer to direct questions</p>	<p>0 – does not reproduce most of the material</p> <p>1 – reproduces most of the material but occasionally makes mistakes</p> <p>2 – correctly reproduces the material in full</p>
		<p>Recognizes situations allowing directly (i.e., without transformation) applies basic concepts and provisions to resolve standard tasks arising in standard situations</p>	<p>0 – does not recognize most of the proposed situations for material application</p> <p>1 – recognizes most of the proposed situations but occasionally makes mistakes</p> <p>2 – correctly recognizes all proposed situations for material application in full</p>
		<p>Directly (i.e., without transformation) applies basic concepts and provisions to resolve standard tasks arising in standard situations</p>	<p>0 – does not apply material in most of the proposed situations allowing for direct application</p> <p>1 – applies material with shortcomings in most situations allowing for direct application</p> <p>2 – applies material correctly in all proposed situations allowing for</p>

			<p>direct application</p>
<p>Ability to operate with basic concepts of the controlled educational material in non-standard situations</p>		<p>Correctly answers questions requiring the transformation of educational material and the reflection of its connection with other sections of this discipline</p>	<p>0 – does not answer most questions requiring transformation of educational material</p> <p>1 – answers most questions requiring transformation but occasionally makes mistakes</p> <p>2 – answers all questions requiring transformation and reflection of connections with other sections</p>
		<p>Recognizes situations that allow, after transformation, for the application of basic concepts and provisions to resolve non-standard tasks arising in non-standard situations</p>	<p>0 – does not recognize most situations requiring the application of transformed material in non-standard situations</p> <p>1 – recognizes most situations requiring transformed material but occasionally makes mistakes</p> <p>2 – recognizes all proposed situations allowing for the use of transformed material in non-standard situations</p>

		<p>Applies transformed basic concepts and provisions to resolve non-standard tasks arising in non-standard situations</p>	<p>0 – does not perform most tasks requiring transformed educational material in non-standard situations</p> <p>1 – performs most tasks requiring transformed material but occasionally makes mistakes</p> <p>2 – performs all proposed tasks requiring the use of transformed material to resolve non-standard tasks in non-standard situations</p>
	<p>Capable of independently and reasonably choosing and applying methods for</p>	<p>Describes and justifies an independently chosen method of applying transformed educational material to resolve proposed non-standard practice-oriented situations</p>	<p>0 – either does not describe at all or describes without justification for most proposed situations</p> <p>1 – describes and justifies the chosen method for most situations but occasionally makes mistakes</p> <p>2 – correctly describes and justifies the chosen method for all parts of the proposed non-standard situations</p>

	<p>solving non-standard tasks in the context of an emerging non-standard practice-oriented situation</p>	<p>Recognizes situations that allow, after transformation, for the application of basic concepts and provisions to resolve non-standard tasks arising in non-standard situations</p>	<p>0 – does not recognize situations allowing for transformed material application in most non-standard practice-oriented situations</p> <p>1 – recognizes, describes, and justifies the chosen method for most situations but occasionally makes mistakes</p> <p>3 – recognizes, correctly describes, and justifies the chosen method for all proposed non-standard practice-oriented situations</p>
		<p>Applies transformed basic concepts and provisions to resolve non-standard tasks in practice-oriented situations. Applies transformed basic concepts and provisions to resolve non-standard tasks arising in non-standard practice-oriented situations</p>	<p>0 – does not apply transformed educational material in most of the proposed non-standard practice-oriented situations</p> <p>1 – reasonably applies transformed educational material to resolve most of the proposed non-standard practice-oriented situations, but occasionally makes mistakes</p> <p>2 – reasonably and correctly applies transformed educational material to resolve all of the proposed non-standard practice-oriented situations</p>

NAME OF ASSESSMENT TOOL: NOTES

Characteristics	Indicators	Criteria	Evaluation Scale
-----------------	------------	----------	------------------

<p>A product of the student's independent work, representing a written description of the content of a book, article, etc., within a given context</p>	<p>Capable of purposefully analyzing information within a given context</p>	<p>Identifies concepts significant to the given context</p>	<p>0 – failed to identify significant concepts</p> <p>1 – identified an insufficient number of significant concepts</p> <p>4 – identified a sufficient number of significant concepts</p>
		<p>Identifies facts significant to the given context</p>	<p>0 – failed to identify significant facts</p> <p>1 – identified an insufficient number of significant facts</p> <p>2 – identified a sufficient number of significant facts</p>
		<p>Identifies provisions significant to the given context</p>	<p>0 – failed to identify significant provisions</p> <p>1 – identified an insufficient number of significant provisions</p> <p>5 – identified a sufficient number of significant provisions</p>

	<p>Capable of generalizing, concretizing, and systematizing information obtained as a result of analysis in a given context</p>	<p>Establishes relationships between concepts (objects) in the given context, confirming them with fragments of the annotated text</p>	<p>0 – did not establish relationships between concepts</p> <p>1 – established relationships but without textual confirmation, OR established only most relationships with confirmation, OR established all relationships but confirmed only some with text fragments</p> <p>2 – established relationships between all necessary concepts, confirming them with fragments of the annotated text</p>
		<p>Establishes cause-and-effect relationships between facts and establishes cause-and-effect relationships between facts and provisions, confirming them with fragments of the annotated text</p>	<p>0 – did not establish cause-and-effect relationships between facts and provisions</p> <p>1 – established relationships but without textual confirmation, OR established most relationships with textual confirmation, OR established all necessary relationships but confirmed only some with fragments of the text</p> <p>6 – established all necessary cause-and-effect relationships between facts and provisions, confirming them with fragments of the annotated text</p>

		Maintains logical sequence in the presentation of material	<p>0 – logical sequence is violated in the presentation of material</p> <p>1 – logical sequence is maintained in the majority of the presented material</p> <p>2 – logical sequence is fully maintained throughout the presentation of material</p>
		Presentation style of the compendium matches the style of the annotated source	<p>0 – presentation style does not match the style of the source</p> <p>1 – presentation style matches the style of the annotated source</p>

NAME OF ASSESSMENT TOOL: INDEPENDENT WORK ASSIGNMENT

Characteristics	Indicators	Criteria	Evaluation Scale
-----------------	------------	----------	------------------

<p>A product of the student's independent work, representing an answer to a self-monitoring task.</p>	<p>Capable of purposefully analyzing information to identify indicators or the main objects and their characteristics presented in the analyzed information.</p>	<p>Submitted a self-monitoring task reflecting the fundamental idea or main objects presented in the analyzed information.</p>	<p>0 – the answer does not reflect the fundamental idea, or less than half of the main objects from the analyzed information are provided.</p> <p>3 (for 50%) – the answer generally reflects the fundamental idea but contains inaccuracies, or most of the main objects from the analyzed information are provided.</p> <p>5 (for 90–100%) – the answer reflects the fundamental idea, and all main objects from the analyzed information are provided.</p>
---	--	--	--

8.3 ASSESSMENT MATERIALS FOR INTERMEDIATE CERTIFICATION IN THE FORM OF A CREDIT (PASS/FAIL)

Final Testing on Discipline Sections (UC-7 Competence)

Section 1: Physical Culture in General Cultural and Professional Training of Students

Test #1

The type of culture that represents a specific process and result of human activity, serving as a means and method for the physical improvement of people to fulfill their social duties, is called...

- Answer: Physical culture

Test #2

The process of forming a need for physical exercise in the interests of comprehensive personality development, forming a positive attitude toward physical culture, and developing value orientations, beliefs, tastes, habits, and inclinations is called...

- Answer: Physical education

Test #3

The type of physical culture consisting of competitive activity and preparation for it, based on the use of physical exercises and aimed at achieving the highest possible results, is called...

- Answer: Sport

Test #4

One of the forms of physical culture is:

- Physical fitness;
- Physical education;*
- Sports training;
- General physical training.

Test #5

For physical education sessions, all students are assigned to academic departments. Specify what they are called:

- Preparatory, basic, medical;
- Sports, physical culture, health-improving;
- Basic, special, sports;*
- General preparatory and professional-applied.

Test #6

The primary means of physical education is/are:

- Physical exercises;*
- The healing forces of nature;
- Hygienic factors;
- Exercise machines, kettlebells, dumbbells, barbells, balls.

Test #7

The following tasks are solved in the process of physical education:

- Educational (character building);
- Instructional (knowledge acquisition);
- Health-improving;
- All of the listed tasks.*

Test #8

The type of physical culture that involves the use of physical exercises and sports in simplified forms, used for active recreation, pleasure, entertainment, switching from one activity to another, and distraction from routine labor, household, or military activities is called...

- Answer: Recreational physical culture (physical recreation)

Topic 1.2. Socio-Biological Foundations of Physical Culture and Sports

Test 1 A unified, complex, self-regulating biological system in constant interaction with the environment is called... (**the human organism**).

Test 2 Groups of organs that ensure the coordinated flow of vital processes within them are commonly called... (**functional systems of the body**).

Test 3 The ability of the body to adapt to changing environmental conditions is commonly called... (**adaptation**).

Test 4 The ability of the body to function under unfavorable internal environmental conditions is commonly called... (**resistance**).

Test 5 The relative dynamic constancy of the body's internal environment (temperature, pressure, blood composition) is called... (**homeostasis**).

Test 6 The improvement of adaptation mechanisms to changing external conditions is commonly called... (**self-regulation**).

Test 7 Insufficient motor activity is denoted by the term... (**hypokinesia**).

Test 8 The body's response to internal or external stimulation is called... (**reflex**).

Test 9 Oxygen starvation occurring due to a lack of oxygen in the inhaled air or blood is called... (**hypoxia**).

Test 10 The set of organs providing the function of external respiration is commonly called... (**the respiratory system**).

Topic 1.3. Foundations of a Student's Healthy Lifestyle. Physical Culture and Sport in Ensuring Health

Test 1 A state of complete physical, mental, and social well-being, ensuring the full performance of labor, social, and biological functions, rather than just the absence of disease, is commonly called ... **(health)**

Test 2 The unity of all forms and methods of an individual's life activity, its conditions and factors contributing to health promotion, is commonly called ... **(a healthy lifestyle)**

Test 3 The three main factors influencing health and longevity are ... **(lifestyle, heredity, healthcare)**

Test 4 Any muscle activity that ensures the optimal state of the body and well-being is commonly called ... **(motor activity)**

Test 5 List the main components of a healthy lifestyle that you know: ... **(moderate and balanced nutrition; sufficient motor activity; hardening of the body; refusal of bad habits; a work and rest regime considering individual biorhythms; personal hygiene; the ability to manage emotions; safe behavior at home, at work, and on the street)**

Test 6 The natural state of the body, determined by the normal operation of all organs and systems, is called ... **(physical health)**

Test 7 An established routine of a person's life, including work, sleep, nutrition, and rest, is called ... **(daily routine)**

Test 8 The observance of hygienic rules, the performance of which contributes to the strengthening and preservation of health, is commonly called ... **(personal hygiene)**

Test 9 Increasing the body's resistance to environmental factors by their systematic use for the purpose of influencing the body is commonly called ... **(hardening)**

Test 10 Nutrition that accounts for the individual needs of the body is commonly called ... **(rational nutrition)**

Topic 1.4. Psychophysiological Foundations of Academic Labor and Intellectual Activity. Means of Physical Culture and Sport in Regulating Work Capacity

Test 1 A complex of medical, psychological, pedagogical, social, and labor measures aimed at restoring health is commonly called ... **(rehabilitation)**

Test 2 Performing a specially selected set of physical exercises that facilitates the transition from a state of sleep to active functioning is commonly called ... **(morning hygienic gymnastics)**

Test 3 The potential ability of a person to perform purposeful, motivated activity at a given level of efficiency for a certain period of time is commonly called ... **(work capacity)**

Test 4 A conjugate characteristic of changes in the state of psychophysical and physiological systems and functions of the body under the influence of a certain labor activity is commonly called ... **(psychophysiological characteristic of labor)**

Test 5 A temporary decrease in work capacity under the influence of prolonged exposure to a load on the human body is called ... **(fatigue)**

Test 6 The accumulation of fatigue due to an irrational work and rest regime in the absence of timely recovery is

commonly called ... (**over-fatigue**)

Test 7 A complex of subjective sensations of the internal state accompanying the development of a state of fatigue is commonly called ... (**weariness**)

Test 8 An objective sensation of the internal state of physiological and (or) psychological comfort or discomfort is commonly called ... (**well-being**)

Test 9 Physical education pauses, "minute" breaks, and active recesses are ... (**small forms**) of physical culture.

Test 10 A characteristic external sign of sharp fatigue observed in human movements is ... (**frequent change of position**)

Topic 1.5. General Physical and Special Training in the Physical Education System

Test 1 Methods of using the means of physical culture, achieving a set goal, and specifically ordered physical culture and sports activity are ... (**methods of physical education**)

Test 2 Individual qualitative aspects of a person's motor capabilities are commonly called ... (**physical qualities**)

Test 3 The process of improving physical qualities aimed at comprehensive physical development is commonly called ... (**general physical training**)

Test 4 A process that ensures the development of physical qualities and the formation of motor skills specific to a particular sport or professional activity is commonly called ... (**special physical training**)

Test 5 The process of preparing for participation in sports competitions, the combined use of forms, means, and methods of physical education to achieve a maximum result, is commonly called ... (**sports training**)

Test 6 The degree of mastery of the technique of a motor action, which is distinguished by an increased concentration of attention on the performance of individual operations and unstable ways of solving a motor task, is commonly called ... (**motor skill / "umeniye"**)

Test 7 The degree of mastery of the technique of a motor action, which is distinguished by the fact that the management of movements occurs automatically, and the actions themselves are highly reliable, is commonly called ... (**motor habit / "navyk"**)

Topic 1.6. Foundations of the Methodology of Independent Physical Exercise

Test 1 The comparison of results of those exercising in conditions of an ordered rivalry determined by rules, with the mandatory determination of a winner, is commonly called ... (**competitive method**)

Test 2 Systematic independent observations of the state of one's health, physical development, and physical fitness, conducted by those exercising to optimize the process of physical improvement, is commonly called ... (**self-monitoring of the body's state**)

Test 3 Which type of monitoring of the state of those exercising is not applied:

- medical;
- pedagogical;
- *psychological*;
- self-monitoring.

Test 4 The most effective and accessible means of independent physical exercise are:

- walking;
- jogging;
- skiing;
- weightlifting;
- swimming;
- cycling;
- football;
- breathing exercises;
- chess.

Test 5 The method of (**strictly regulated exercise**) consists in the fact that each exercise is performed in a strictly specified form and with a precisely stipulated load.

Test 6 When planning and conducting independent sessions, it should be considered that during the period of preparation for and taking of pass/ fails and exams, the intensity and volume of physical loads should be:

- increased;
- *reduced*.*
- left at the old level;
- ceased.

Topic 1.7. Sport. Individual Choice of Sports or Physical Exercise Systems

Test 1 A constituent part of physical culture, the specific feature of which is the competitive activity itself and the preparation for it to achieve the maximum possible result, is commonly called ... (**sport**)

Test 2 A constituent part of sport covering broad masses of people and having the goal of strengthening health and increasing work capacity is commonly called ... (**mass sport**)

Test 3 A constituent part of sport covering a selected portion of people whose activity is carried out as a professional one and aimed at maximum sports results is called ... (**high-performance sport**)

Test 4 Non-traditional types of sports include:

- aerobics or rhythmic gymnastics;
- shaping;
- crossfit;
- volleyball;
- fitness aerobics;
- stretching;
- wushu;
- qigong;
- yoga;
- minivolley.

Topic 1.8. Features of Sessions in a Chosen Sport or Physical Exercise System

Test 1 Prolonged and regular sessions in sport or physical exercises influence:

- the state of the human psyche;

- *physical development*;*
- everything together;
- no correct answer.

Test 2 In team sports, wrestling, boxing, and gymnastics, the indicators of model characteristics of athletes based on assessments of personality and body characteristics, special fitness, and game efficiency:

- coincide;
- *differ*;*
- correspond to age;
- no correct answer.

Test 3 Long-term planning of a student's sports training consists in the necessity to:

- rest on time;
- *ensure the continuity of the training process*;*
- get a credit for the subject "Physical Culture";
- no correct answer.

Test 4 Physical fitness can be conditionally subdivided into:

- *general fitness*;*
- auxiliary fitness;
- universal fitness;
- special fitness.

Test 5 Monitoring of the state of various aspects of athletes' fitness can be:

- *staged*;*
- physical;
- tactical;
- technical.

Topic 2.1. Physical Culture and Sport in the Professional Activity of a Bachelor

Test 1 A system of methodologically grounded physical exercises, physical culture, health-improving, and sports activities aimed at increasing and maintaining stable professional capacity is called... (**occupational physical culture**).

Test 2 Complexes of special exercises applied within the workday routine to increase general and professional work capacity, as well as for the purpose of prevention and recovery, are commonly called... (**occupational gymnastics**).

Test 3 Types (forms) of occupational gymnastics are:

- introductory gymnastics;*
- fitness aerobics;
- physical culture pause;*
- physical culture minute;*
- micro-pause for active rest;*
- yoga.

Topic 2.2. Motivation for Independent Physical Culture. Methodology of Conducting a Training Session

Test 1 Engaging in physical culture is recommended:

- 2–7 times a week;* – no more than twice; – once is enough; – the number of times does not matter.

Test 2 There are several forms of independent sessions:

- morning hygienic gymnastics;*
- exercises during the academic day;*
- independent training sessions;*
- academic-training session;
- training session;
- physical culture minute.

Test 3 Training loads are characterized by a number of indicators:

- physical;* physiological;* psychological.

Test 4 A specific state of the personality aimed at achieving an optimal level of physical fitness and work capacity is commonly called... (**motivation for physical activity**).

Topic 2.3. Forms, Means, and Methods of Independent Physical Culture and Sports Activities

Test 1 The primary form of physical education is... (**academic sessions**).

Test 2 It is advisable to structure independent training sessions into the following number of parts:

- one; – three*; – six.

Test 3 The main forms of independent physical exercise sessions include:

- warm-up; – morning exercises;* – physical culture lesson*.

Topic 2.4. Self-monitoring During Independent Physical Culture and Sports Activities

Test 1 Regular observations of one's health status, physical development, and physical fitness, and their changes under the influence of regular exercise and sports, are called:

- self-observation;
- self-monitoring;*
- well-being;
- all of the above.

Test 2 In a state of rest, the pulse can be counted for:

- a minute; – 45 seconds; – 20 seconds; – 10 seconds.*

Test 3 The means of physical education include... **(physical exercises)**, **(the healing forces of nature)**, and... **(hygienic factors)**.

Test 4 The heart rate corresponding to the limit physical load is:

- 100-130 beats per minute;
- 130-150 beats per minute;
- 170-200 beats per minute;*
- 250-300 beats per minute.

Test 5 An additional degree of functional activity of the body compared to rest, brought about by performing an exercise, as well as the degree of difficulty endured during it, is commonly called... **(load)**.

Test 6 The main indicators characterizing physical load are its... **(volume)** and... **(intensity)**.

Test 7 The process of recognizing and evaluating individual biological and social characteristics of a person, and interpreting and generalizing the data obtained about health and disease, is commonly called... **(diagnostics)**.

Test 8 Types of diagnostics:

- medical control;*
- clinical examination (dispensary observation);*
- pedagogical control;*
- psychological;
- self-monitoring*.

Topic 2.5. Correcting the Content of Independent Physical Culture and Sports Activities

Test 1 One of the means of recovery after physical loads is:

- switching to another type of physical exercise*;
- heavy eating;
- participation in competitions.

Test 2 The health-recreative orientation of sessions involves the use of physical culture means and methods for the purpose of:

- increasing sports mastery;
- recovering the body after a workday and preventing over-fatigue*;
- preparation for professional activity.

Test 3 The following will help relieve mental and psychological tension:

- participation in sports competitions;
- playing games, martial arts;
- cyclic exercises performed with moderate intensity*.

Topic 2.6. Professional-Applied Physical Training (PAPT) of Students

Test 1 The relevance of professional-applied physical training (PAPT) for students lies in:

- successful preparation for professional activity;

- preparation for achieving high sports results;
- development of abilities, knowledge, and skills;
- all of the above*.

Test 2 The personal necessity of preparing a person for labor lies in:

- increasing the range of the human body's functional capabilities;
- expanding the arsenal of motor coordination;
- ensuring effective adaptation of the body to various factors of labor activity;
- all of the above*.

Test 3 The goal of PAPT is:

- increasing the body's resistance to external influences of labor conditions;
- promoting the formation of the individual's physical culture;
- achieving the psychophysical readiness of a person for successful professional activity;
- all of the above*.

Test 4 The basis and foundation of PAPT for students of any specialty is:

- track and field sessions;
- ski training sessions;
- general physical training;*
- special physical training.

Test 5 The main factors determining the specific content of PAPT are:

- individual (including gender and age) characteristics of future specialists;*
- geographical features of the region to which graduates are sent;
- conditions and nature of the specialists' labor;*
- social labor conditions.

Test 6 The selection of PAPT means is carried out according to the principle of:

- applying a sport that develops general endurance to the greatest extent;
- applying an integrated sport containing skills of various methods of movement (rowing, cycling, motorsport);
- the adequacy of their psychophysiological impact to those physical, mental, and special qualities required by the profession;*
- all of the above.

Test 7 The difference between physical exercises and physical labor is that:

- physical exercises are a specially organized means of strengthening and improving the human body*;
- physical exercises help develop strength and endurance*;
- physical exercises play a huge role in cultivating personal qualities – determination, diligence, collectivism, etc.

Topic 2.7. Means and Forms of Professional-Applied Physical Training (PAPT)

Test 1 A system of methodologically grounded physical exercises, physical culture, health-improving, and sports

activities aimed at increasing and maintaining stable professional work capacity is commonly called... **(occupational physical culture)**.

Test 2 A PAPT session is conducted in the form of:

- theoretical sessions;*
- practical sessions;*
- training sessions;
- academic-training sessions.

Test 3 The means of professional-applied physical training are divided into the following groups:

- applied physical exercises and individual elements of various sports;
- applied sports (their integrated application);
- the healing forces of nature and hygienic factors;
- auxiliary means ensuring the quality of the educational process;
- all of the above*.

Topic 2.8. Methodology for Selecting Means for Independent Mastery of Individual PAPT Elements

Test 1 The combination of means (physical exercises + sun, air, and water), forms (morning gymnastics, lesson or training session, competition, sports festival), and methods (group, individual, flow, frontal, circuit training, etc.) is commonly called... **(methodology)**.

Test 2 Among the listed means of strength development, indicate the exercise using one's own body weight:

- exercises with a barbell;
- exercises with resistance bands;
- flexion and extension of the arms in a prone support (push-ups)*;
- no correct answer.

Test 3 The sport that ensures the greatest effect for developing flexibility is:

- acrobatics*; – weightlifting; – rowing; – basketball.

Test 4 The sport that ensures the greatest effect when developing speed abilities is:

- wrestling; – sprinting (short-distance running)*; – equestrian sport; – swimming.

Test 5 The applied side of physical education is reflected in the principle of:

- the connection of physical education with labor and defense practice*;
- the comprehensive development of the personality;
- health-improving orientation;
- healthy lifestyle.

Topic 2.9. Methods for Regulating the Psycho-emotional State Applied in Academic Activity and during Physical Culture and Sports

Test 1 Managing one's psycho-emotional state, achieved through a person's influence on themselves with the

Increase in indicators								
Norm indicators	3-4	40-80	20-40				8-14	10-16
Athletes	4.0 – 12.0	80 – 120	40 – 60	10 – 20	8 – 12	Athletes	4.0 – 12.0	80 – 120

3. Determine the **Vital Capacity (VC)**. While standing, take a spirometer and disinfect the mouthpiece with alcohol. Set the indicator to the zero mark, take a deep breath, clasp the mouthpiece with your lips, and perform a full, slow exhalation. Repeat 3 times. Record the best result in liters in column (2) "VC."

Perform the "**Stange**" Test Starting position: standing or sitting. Take a stopwatch, inhale, and hold your breath for the longest possible period by applying willpower (breath-holding at the peak of inhalation). Record the result in seconds in column (3).

Perform the "**Genche**" Test (breath-holding after exhalation)

Starting position: standing or sitting. Take a stopwatch. Inhale, exhale, and then hold your breath, pinching your nose with the thumb and index finger of your left hand while starting the stopwatch with your right hand. Record the result in seconds in column (4).

Determine the **Chest Excursion** Measure the chest circumference in centimeters using a measuring tape (for men, at the level of the nipples; for women, above the mammary glands) in three parameters: at rest, during a deep inhalation, and during a full exhalation. Record the results in columns (5, 6, 7).

Subtract the "full exhalation" result from the "deep inhalation" result to obtain the chest excursion. Record the result in column (8).

Determination of **Respiration Rate**. Place your right hand on your chest and your left hand on your abdomen. With the help of an assistant, count the number of breaths taken in one minute. Record the result in column (9).

Analyze your results by comparing them with the normative values.

Assignment 2. Student Full Name: _____

Date of Execution: _____ **Table 2**

Express Assessment of Physical Health (according to G.L. Apanasenko, 1988)

Indicators	Low	Below Average	Average	Above Average	High
1. Body Mass / Height (g/cm)					
Men	501+	451–500	401–450	375–400	<375
Women	451+	401–450	375–400	351–400	<350
Points	-2	-1	0	-	-
2. VC / Body Mass (ml/kg)					
Men	<50	51–55	56–60	61–65	66+
Women	<40	41–45	46–50	51–57	57+
Points	0	1	2	4	5
3. (HR * SBP) / 100					
Men	111+	95–110	85–94	70–84	<69
Women	111+	95–110	85–94	70–84	<69
Points	-2	0	2	3	4

4. HR Recovery Time after 20 squats in 30s (min, s)					
Men	3:00+	2:00–3:00	1:30–1:59	1:00–1:29	<0:59
Women	3:00+	2:00–3:00	1:30–1:59	1:00–1:29	<0:59
Points	-2	1	3	5	7
5. Hand Dynamometry / Body Mass (%)					
Men	<60	61–65	66–70	71–80	81+
Women	<40	41–50	51–55	56–60	61+
Points	0	1	2	3	4
Overall Health Assessment (Total Points)	<4	5–9	10–13	14–15	17–21

M – Men; W – Women;

Quantitative Health Level Assessment using the G.L. Apanasenko Methodology.

This method determines the health level using a point-based evaluation system. Depending on the value of each functional indicator, a certain number of points is assigned (from –2 to +7). The health level is assessed by the total sum of points across all indicators. The maximum possible score is 21 points. Based on the score, the scale is divided into 5 health levels, ranging from Level 1 (Low) to Level 5 (High).

According to this system, a safe level of health (above average) starts at 14 points. This is the minimum score that

guarantees the absence of clinical signs of disease. Notably, only individuals who regularly engage in physical culture reach levels 4 and 5. Quantitative assessment provides valuable data on health status and functional capabilities, allowing for necessary measures in disease prevention and health promotion.

Thus, a somatic health level that guarantees the absence of disease is held only by people with a high level of physical fitness. A decrease in the health level is accompanied by a progressive increase in morbidity and a decline in functional reserves to a dangerous level bordering on pathology. It should be noted that the absence of clinical manifestations of a disease does not yet indicate stable health. An average health level can be regarded as critical.

It has been established that chronic diseases develop against a background of declining health levels to a certain critical value. Research shows that in the high-health group (17–21 points), no chronic diseases were found. In the above-average group (14–16 points), diseases were detected in 6%; in the average group (10–13 points), chronic diseases were observed in 25%. A further decline (below average and low) leads to clinical manifestations of disease.

Based on physiological patterns related to the development of general endurance (efficiency of functions and expansion of physiological reserves), G.L. Apanasenko developed an express system for health assessment. It consists of simple indicators ranked and assigned corresponding points. The total score allows for the distribution of healthy individuals into 5 levels corresponding to aerobic energy potential. The higher the health level, the less frequent the signs of non-communicable diseases and endogenous risk factors.

To evaluate the health level, the following are measured at rest:

- Vital Capacity (VC)
- Heart Rate (HR)
- Blood Pressure (BP)
- Body Mass
- Body Length (Height)
- Hand Dynamometry

Then, a functional test is performed (Martinet Test). The HR recovery time is monitored over 3 minutes.

The following indices are calculated based on the data:

- Mass Index: $\frac{\text{Body Mass (kg)}}{\text{Height (m)}^2}$
- Life Index: $\frac{\text{VC (ml)}}{\text{Body Mass (kg)}}$
- Strength Index: $\frac{\text{Hand Strength (kg)}}{\text{Body Mass (kg)}} \times 100\%$
- Robinson Index: $\frac{\text{Resting HR (bpm)} \times \text{Systolic BP}}{100}$

Requirements for Receiving "Credit" (Pass):

A student deserves a "Credit" if they have fulfilled all requirements of the discipline section, demonstrated deep knowledge of theoretical and methodological material, and successfully completed the final testing and assignments on the EDUCA platform.

1. Lecture Notebook (Notes):

Must contain a summary of all lecture sections.

- Goal: To teach students how to take notes and create supporting outlines.
- Evaluation: Based on completeness, accuracy, quality, and the ability to formulate material in one's own

words.

2. Final Independent Work Assignment:

- Goal: To assess knowledge/skills in "Foundations of Physical Self-Education and Health Self-Monitoring."
- Method: A written paper including the completion of physical development test tables.
- Evaluation: Analysis of the results provided on the EDUCA platform.

3. Final Testing:

- Goal: To identify knowledge in theoretical, practical, and methodological sections.
- Grading Scale:
 - "3" (Satisfactory): 50% correct answers.
 - "4" (Good): 65–80% correct answers.
 - "5" (Excellent): 90–100% correct answers.
- *Note: A minimum of 50% is required to pass (Credit).*

At the end of the first and second semesters, students who have completed the curriculum take the credit. Intermediate certification is conducted as a test in the EDUCA system. Graduates must possess knowledge meeting the requirements of the State Educational Standard for Higher Education.

Designed by:



Associate Professor, PhD in Pedagogical Sciences **I.I. Plotnikova**



Associate Professor, PhD in Pedagogical Sciences **V.R. Kuzekevich**

This program may not be reproduced in
any form without the prior written
permission of the