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**Federal State Autonomous Educational Institution of Higher Education**  
**PEOPLES' FRIENDSHIP UNIVERSITY OF RUSSIA**  
**NAMED AFTER PATRICE LUMUMBA**  
**RUDN University**  
**Institute of Medicine**

educational division (faculty/institute/academy) as higher education programme developer

**COURSE SYLLABUS**

**PHYSICAL CULTURE**

course title

**Recommended by the Didactic Council for the Education Field of:**

**31.05.03 Dentistry**

field of studies / speciality code and title

**The course instruction is implemented within the professional education programme of higher education:**

**Dentistry**

higher education programme profile/specialisation title

### 1. COURSE GOAL(s)

Physical education is the targeted use of a set of values and knowledge created by society for the purposes of physical and intellectual development of human abilities, improvement of their motor activity, formation of a healthy lifestyle, social adaptation through physical education, physical training and physical development. Based on the competence-based approach, the work program sets out: the goals and objectives of the discipline; the place of the discipline in the process of training a bachelor (specialist); the essence and structure of the competencies being formed; the scope and content of the discipline; educational technologies and active teaching methods; requirements for the results of mastering the discipline and the competencies formed; educational, methodological and informational support of the discipline; methodological recommendations for students on studying the discipline; requirements for the material and technical support of the discipline.

The goal of the course is to develop in students a system of knowledge and skills in the targeted use of physical education, sports and tourism to maintain and strengthen health and improve physical fitness.

#### *Discipline objectives:*

- developing a conscious understanding of the social role of physical education in personal development;
- developing a comprehensive system of knowledge of the scientific, biological, psychological, pedagogical and practical foundations of physical education and a healthy lifestyle;
- cultivating a motivational and value-based attitude towards physical education, a healthy lifestyle, physical fitness, cultivating the need for regular physical activity;
- developing knowledge about the patterns of achieving and maintaining high professional performance in work activities;
- developing a system of practical skills that ensure the preservation and strengthening of health, mental well-being, development and improvement of psychophysical abilities, qualities and personality traits;
- creating a basis for integrating physical education and sports activities in achieving life and professional goals.

### 2. REQUIREMENTS FOR LEARNING OUTCOMES

Mastering the course (module) “Physical Culture” is aimed at the development of the following competences /competences in part: **GPC-7**.

*Table 2.1. List of competences that students acquire through the course study*

Competence code	Competence	Competence formation indicators (within this course)
GPC-7	Able to keep the proper level in physical fitness to ensure full social and professional activities	GPC-7.1 able to define the kinds of sport exercises, can determine scientific and practical basements of physical culture and healthy lifestyle.
		GPC-7.2 acquainted the different sport means practical usage

### 3. COURSE IN HIGHER EDUCATION PROGRAMME STRUCTURE

The course refers to the core/variable/elective\* component of (B1) block of the higher educational programme curriculum.

\* - Underline whatever applicable.

Within the higher education programme students also master other (modules) and / or internships that contribute to the achievement of the expected learning outcomes as results of the course study.

*Table 3.1. The list of the higher education programme components/disciplines that contribute to the achievement of the expected learning outcomes as the course study results*

Competence code	Competence descriptor	Previous courses/modules*	Subsequent courses/modules*
GPC-7	Able to keep the proper level in physical fitness to ensure full social and professional activities	-	Preparing to pass the State exams

#### 4. COURSE WORKLOAD AND ACADEMIC ACTIVITIES

The total workload of the course “Physical Culture” is 2 credits (72 academic hours).

*Table 4.1. Types of academic activities during the periods of higher education programme mastering (full-time training)\**

Type of academic activities	Total academic hours	Semesters/training modules			
		1	2	3	4
Classroom learning , <i>ac.h.</i>	16		8		8
Including:					
Lectures (LC)	24	8	4	8	4
Lab work (LW)					
Seminars (workshops/tutorials) (S)	32	10	6	10	6
Self-studies, academic hours	56	18	10	18	10
Evaluation and assessment (exam or pass/fail grading)	2		1		1
<b>Course workload</b>	academic hours	<b>72</b>	<b>36</b>	<b>36</b>	
	credits	<b>2</b>	<b>1</b>	<b>1</b>	

#### 5. COURSE CONTENTS

*Table 5.1. Course contents and academic activities types*

Course module title	Course module contents (topics)	Academic activities types
	1. Self control in physical exercising and sports	S
	2. Human physical development indicators	S
	3. Human functional statement indicators	S
	4. Physical fitness indicators	S

<b>Course module title</b>	<b>Course module contents (topics)</b>	<b>Academic activities types</b>
	<b>5.</b> Physical endurance indicators	S
	<b>6.</b> Human Psycho-physiological statement indicators	S
	<b>7.</b> Physical culture in production activities of bachelor and specialist	S
Theoretical Section	Topic 1. Physical education in general and professional training of students.	S
	Topic 2. Social and biological foundations of physical education.	S
	Topic 3. Fundamentals of a healthy student lifestyle. Physical education in ensuring health.	S
	Topic 4. Psychophysiological foundations of academic work and intellectual activity. Physical education tools in regulating performance	S
	Topic 5. Pedagogical foundations of physical education. Professional and applied physical training of students and physical education in the professional activity of a future specialist.	S
	Topic 6. Fundamentals of general and special physical training. Sports training. Individual choice of sports or systems of physical exercises.	S
	Topic 7. Fundamentals of the methodology of independent physical exercise.	S
	Topic 8. Self-control of those involved in physical exercise and sports.	S
Metodic and practical section	1 Methods of effective and cost-effective ways of mastering vital skills and abilities.	S
	2. The simplest methods of self-assessment of performance, fatigue, tiredness and the use of physical culture tools for their targeted correction.	S
	3. Methodology for compiling individual programs of physical self-education and health, recreational and restorative activities.	S
	4. Fundamentals of self-massage methods.	S
	5. Methodology of corrective gymnastics for the eyes.	S
	6. Methodology for compiling and conducting simple independent physical exercises of a hygienic or training orientation.	S
	7. Methods for assessing and correcting posture and physique.	S

Course module title	Course module contents (topics)	Academic activities types
	8. Methods of self-monitoring the state of health and physical development.	S
	9. Methods of self-monitoring the functional state of the body.	S
	10 Methodology for conducting an educational and training session.	S
	11. Methods of self-assessment of special physical and sports training in a chosen sport.	S
	12. Methods of individual approach and application of means for targeted development of individual physical qualities.	S
	13. Methods of regulation of psycho-emotional state during physical exercises and sports.	S
	14. Means and methods of muscle relaxation in sports.	S
	15. Methods of independent development of individual elements of professional and applied physical training.	S
	16. Methods of conducting industrial gymnastics taking into account the given conditions and nature of work.	S

\* - to be filled in only for **full**-time training; *LC* - lectures; *LW* - lab work; *S* - seminars.

### Sections of the discipline and types of lessons

№п/п	Name of the section	Practics	Exams	Laboratory	Seminars	SSS	Total hours
I	Theoretic section					24	24
II	Metodic and practical section				14	32	46
III	Control section		2				2
TOTAL							72

### Theoretic section

№	№ of the section	Theoretical information	Continuance (hours)
<i>Self-studies of students</i>			
1	I	Topic 1. Physical education in general and professional training of students.	3
2	I	Topic 2. Social and biological foundations of physical education.	3
3	I	Topic 3. Fundamentals of a healthy student lifestyle. Physical education in ensuring health.	3
4	I	Topic 4. Psychophysiological foundations of academic work and intellectual activity. Physical education tools in regulating performance	3
5	I	Topic 5. Pedagogical foundations of physical education. Professional and applied physical training	3

		of students and physical education in the professional activity of a future specialist.	
6	I	Topic 6. Fundamentals of general and special physical training. Sports training. Individual choice of sports or systems of physical exercises	3
7	I	Topic 7. Fundamentals of the methodology of independent physical exercise	3
8	I	Topic 8. Self-control of those involved in physical exercise and sports. Тема 1. Физическая культура в общекультурной и профессиональной подготовке студентов.	3

### Methodological and practical section

№ п/п	№ of the section	Topics for methodic-practical classes	Continuance (hours)
<b><i>Classroom learning</i></b>			
1	II	Self control in physical exercising and sports	1
2	II	Human physical development indicators	1
3	II	Human functional statement indicators	1
4	II	Physical fitness indicators	1
5	II	Physical endurance indicators	1
6	II	Human Psycho-physiological statement indicators	1
7	II	Physical culture in production activities of bachelor and specialist	1
<b><i>Self-studies of students</i></b>			
1	II	Methods of effective and cost-effective ways of mastering vital skills and abilities.	2
2	II	The simplest methods of self-assessment of performance, fatigue, tiredness and the use of physical culture tools for their targeted correction.	2
3	II	Methods of drawing up individual programs of physical self-education and classes of health, recreational and restorative orientation.	2
4	II	Basics of self-massage techniques	2
5	II	Methodology of corrective gymnastics for eyes.	2
6	II	Methodology of compiling and conducting the simplest independent physical exercises of hygienic or training orientation	2
7	II	Methods of assessment and correction of posture and physique.	2
8	II	Methods of self-monitoring of health and physical development.	2
9	II	Methods of self-monitoring of the functional state of the body. Methodology for conducting training sessions.	2
10	II	Methods for self-assessment of special physical and sports preparedness in a chosen sport.	2
11	II	Methodology for an individual approach and application of means for the targeted development of individual physical qualities.	2

12	II	Methods of regulating the psycho-emotional state during physical exercise and sports.	2
13	II	.Means and methods of muscle relaxation in sports.	2
14	II	Methods of independent mastering of individual elements of professional and applied physical training.	2
15	II	.Methods of conducting industrial gymnastics taking into account the specified conditions and nature of work.	2

### Control section

№	№ of the section	Contents of the Section	Continuance (hours)
<i>Classroom learning</i>			
1	III	Tests for theoretical knowleges	1
2	III	Exams	1

## 6. CLASSROOM EQUIPMENT AND TECHNOLOGY SUPPORT REQUIREMENTS

*Table 6.1. Classroom equipment and technology support requirements*

Type of academic activities	Classroom equipment	Specialised educational / laboratory equipment, software, and materials for course study (if necessary)
Self-studies	Classroom for self-studies of students (can be used for seminars and consultations), equipped with a set of specialized furniture, and computers with stable wireless Internet connection. (aud. 245, 246).	Technical equipment: multimedia projector BenQ Projector MX 525, projection screen, laptop ASUS X515JP-BQ029T, computer Lenovo V530S-071CB with stable Internet connection. Software: Microsoft Windows, MS Office / Office 365, MS Teams, Chrome (latest stable release).
Seminar	Gymnasium for different kinds of sport training (Gym at the «Druzhba» sport club).	Sport banches, mates, fitballs/heavy fitballs, ropes, kettlebells/dumbbells/barbells in various waits, sport barriers, sport exercises machines, other sport equipment.

## 7. RESOURCES RECOMMENDED FOR COURSE STUDY

In implementing the educational process in the discipline "Physical Education" it is supposed to use:

- Microsoft Word, Microsoft Excel, Microsoft Power Point software;
- Internet services and electronic resources: search engines, e-mail, audio and video conferencing systems, electronic educational and educational-methodical materials;
- teaching aids using information technologies:
- providing basic training: electronic textbooks, knowledge control systems;
- auxiliary: presentations, video clips, video films;
- information and educational: electronic books, electronic periodicals;
- electronic and information resources with text information: textbooks, teaching aids, tests, periodicals, educational-methodical materials;
- electronic and information resources with visual information: photographs, illustrations, video clips, diagrams, charts;

The Yandex Telemost system is used to organize distance learning.

### **Information resources**

1. Physical Education (theoretical course) <https://esystem.rudn.ru/course/view.php?id=917>
2. Lecture course on the discipline "Physical Education":  
[http://web-local.rudn.ru/web-local/prep/rj/files.php?f=pf\\_926d773205934017eb18c4f80ce1f8a5](http://web-local.rudn.ru/web-local/prep/rj/files.php?f=pf_926d773205934017eb18c4f80ce1f8a5)
3. Theory and practice of physical education. Monthly scientific and theoretical journal of the State Committee of the Russian Federation for Physical Education, Sports and Tourism of the Russian State Academy of Physical Education <http://tpfk.infosport.ru>
4. Physical Education of a student. Electronic textbook. The content of the textbook corresponds to the sample program of the discipline "Physical Education" for higher educational institutions [http://cnit.ssau.ru/kadis/ocnov\\_set/](http://cnit.ssau.ru/kadis/ocnov_set/)

### **Video materials and presentations**

<https://esystem.rudn.ru/mod/url/view.php?id=41370>

**Topic "Physical education in general cultural and professional training of students"**

<https://esystem.rudn.ru/mod/url/view.php?id=41372>

**Topic "Socio-biological foundations of physical education"**

<https://esystem.rudn.ru/mod/url/view.php?id=41371>

**Topic "Professional and applied physical training of future specialists"**

[http://www.rutube.ru/watch?v=OcdCA9J\\_aaA](http://www.rutube.ru/watch?v=OcdCA9J_aaA)

**Topic: "Psychophysiological foundations of academic work and intellectual activity"**

<http://www.rutube.ru/watch?v=kSMSHLhE8sI>

**Topic: "Features of practicing a chosen sport"**

<http://www.rutube.ru/watch?v=TbqtUg81Abs>

**Topic: "Basics of a healthy lifestyle for students, physical education in ensuring health"**

<http://www.rutube.ru/watch?v=GywjDeIMsOs>

**Topic: "General physical and sports training in the system of physical education".**

<http://www.rutube.ru/watch?v=7RB7FIr9xgs>

**Topic: "Methodological foundations of independent physical exercise"**

<http://www.rutube.ru/watch?v=R-3AtfRgD7Q>

**Topic: "Physical education in the general cultural and professional training of students"**

<http://www.rutube.ru/watch?v=14kLOTnh604>

**Topic: "Professional and applied physical training of future specialists"**

<http://www.rutube.ru/watch?v=wZUONB4Be2Y>

**Exercises of the articular gymnastics**

<https://disk.yandex.ru/client/disk/Суставная%20гимнастика?idApp=client&dialog=slider&idDialog=%2Fdisk%2FСуставная%20гимнастика%2FСуставная%20гимнастика.qt>

**Main readings:**

1. Muller A. B., Dyadichkina N. S., Bogashchenko Yu. A. Physical Education: Textbook for Bachelors. - M.: Yurait, 2016.

### 10. Additional readings:

1. Kunitsyna E.A. Applied swimming: textbook / E.A. Kunitsyna, E.A. Milashechkina, V.V. Milashechkina, A.D. Dugbley - M.: RUDN, 2024. 185 p.
2. Lebedeva T.R. Organization and holding of athletics competitions for students / Organising and staging athletics events vor RUDN students / Lebedeva T.R., Pogorelova O.V., Bychkov A.A. - Moscow, RUDN, 2023 - 84 p..
3. Lubyshev E.A., Krasilnikov A.A., Sergeeva Yu.S. Self-control in students' physical activity. Publishing house "Mediagroup Hask". 2021-76 p.
4. Lubyshev E.A., Krasilnikov A.A. Overview Physical Education Course for International Students. Educational book. -M. Publishing solutions.2024. 102 p. [https://www.litres.ru/book/a-a-krasilnikov-3287/overview-physical-education-course-for-international-70197772/?lfrom\\_processed=230737948](https://www.litres.ru/book/a-a-krasilnikov-3287/overview-physical-education-course-for-international-70197772/?lfrom_processed=230737948)
5. Posnov A.V., Hockey for beginners: a tutorial on the discipline "Physical Education" / A.V. Posnov, E.A. Milashechkina, D.A. Potapov, A.S. Fedoseev. - M.: RUDN, 2023. 117 p.
6. Shulyatyev V. M. Teaching technical techniques to student volleyball players: a teaching aid on the discipline "Physical Education" / author-compiler: V.M. Shulyatyev, A.A. Soparev. - Moscow: RUDN, 2020. 108 p.
7. Elective disciplines in physical education and sports: a teaching aid (workshop): in 3 volumes. / K.M. Smyshnov, O.V. Rezenkova, L.V. Belova, D.D. Kuchukova. - Stavropol: Publishing house of SKFU, 2020. - 126 p.

### 11. Educational and methodological materials for independent work of students in mastering the discipline/module\*:

1. Workbook on the discipline "Applied Physical Education".
2. Methodological instructions for students in mastering the discipline "Applied Physical Education"

\* - all educational and methodological materials for independent work of students are posted in accordance with the current procedure on the discipline page in TUIS!

### 12. Methodological instructions for students on mastering the discipline

Recommendations for completing the methodological and practical assignment

Execution algorithm.

1. Students study the terminology on the topic of the methodological and practical lesson.
2. Perform preparatory and special exercises on the topic of the lesson. Learn the starting positions, the sequence of execution. After completing each exercise, it is recommended to pay attention to how you feel.
3. Record 2-3 general developmental exercises (optional) in the protocol.
4. Students perform 6-8 general developmental exercises in accordance with the chosen topic of the lesson.
5. Record 2-3 special exercises (optional) in the protocol.

Attached is an approximate protocol for the lesson on the topic "Methodology of corrective gymnastics for the eyes"

#### Protocol

#### Topic: methodology of corrective gymnastics for the eyes

Student Full name, study group, student ID number.

Vision – f/ex, myopia of the third degree or normal

Direction of the complex	Content of exercises	Dosage	Methodical instructions
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Special Exercises	1. Frequent blinking	10-15 s	Maximum frequency
General development exercises combined with eye movement	1. S. p. – lying on your back, tennis ball in your hands; ball forward, right, left, up, circular movements	20-30 s	Keep eyes on the ball, the head is unmoved
W.Bates Exercises	1. «Palming» (close your eyes with your palms cupped crosswise)	2-3 min	Total relaxation (vision of "black")

### 6. Students answer questions to control the topic of the lesson. For example:

1. Explain the concept of "myopia" and the reasons for its development.
2. What is the reason for including exercises for the back and neck muscles in the set of exercises that correct vision?
3. Explain the technique of performing palming.

### Rules for recording physical exercises

When recording a separate exercise, you must specify:

- the starting position from which the movement begins (for example: basic stance; sit-up with support behind you, stance with legs apart);
- the name of the movement (for example: bend, turn, swing, squat, etc.);
- the direction of movement (for example: right, left, back, etc.);
- the final position (as a rule, the starting and final positions are the same);
- set the count of movements (usually exercises are performed on a count of multiples of 4).

Example of recording a physical exercise on 8 counts:

S.P. - stance with legs apart, hands on hips

1 - right arm up; 2 - lean to the left; 3 - straighten up; 4 – S.P.; 5 - left arm up; 6 - lean to the right; 7 - straighten up; 8 – S.P.

### 13. Fund of assessment tools for conducting midterm assessment of students in the discipline

#### Point-rating system for assessing students' knowledge

BRS scores	Traditional RF grades	ECTS grades
95-100	5	A
86-94		B
69-85	4	C
61-68	3	D
51-60		E
31-50	2	FX
0-30		F
51-100	Зачет	Passed

#### Lesson assessment criteria

Points	Assessment criteria
0	The student did not come to class
1	The student is present at the class, does not complete the teacher's assignments. Does not participate in the conversation, discussion of the results of the lesson

2	The student is present at the class, does not complete the teacher's assignments. Does not participate in the conversation, discussion of the results of the lesson.
3	The student is present at the class, but does not complete all of the teacher's assignments. Participates in the conversation, discussion of the results of the lesson.
4	The student is present at the class, completes the teacher's assignments, allowing for inaccuracies. Actively participates in the conversation, discussion of the results of the lesson.
5	The student is present at the class, completes the teacher's assignments, allowing for inaccuracies. Actively participates in the conversation, discussion of the results of the lesson.
6	The student is present at the class, completes the teacher's assignments, allowing for inaccuracies. Actively participates in the conversation, discussion of the results of the lesson.
7	The student is present at the class, performs the teacher's assignments well, if there are inaccuracies, then immediately corrects the teacher's comments. Actively participates in the conversation, discussion of the results of the lesson.
8	The student is present at the lesson, performs the teacher's tasks efficiently, and actively participates in the conversation and discussion of the lesson

**Formation of the resulting grade for students of the 1st and 2nd years using the point-rating system (PRS)-rating system (BRS)**

<b>Elements of the resulting grade for the discipline</b>	<b>Maximum number of points per element</b>
Methodological and practical classes	<b>56</b>
Testing of theoretical knowledge	<b>40</b>
Exams	<b>4</b>
<b>Total points for the discipline</b>	<b>100</b>

**11. Fund of assessment tools for conducting intermediate assessment of students in the discipline**

Indicators of universal competencies assimilation

<b>Universal competencies</b>	<b>Indicators of universal competencies assimilation</b>
UC-7. Able to maintain an adequate level of physical fitness to ensure full social and professional activity	UC-7.1. Knows the types of physical exercises; scientific and practical foundations of physical education and a healthy lifestyle.
	UK-7.2. Able to apply in practice various means of physical culture, sports and tourism to maintain and strengthen health, psychophysical preparation and self-preparation for future life and professional activity; creatively use the means and methods of physical education for professional and personal development, physical self-improvement, and the formation of a healthy lifestyle.
	UK-7.3 Possesses the means and methods of strengthening individual health, physical self-improvement.

**Indicators of competence development (descriptors)**

	<b>Learning outcomes</b>	<b>Indicators for evaluating the result</b>
UC-7.1. Knows the types of physical exercises; scientific and practical foundations of physical education and a healthy lifestyle.	Know the values and functions of physical culture and sports; types of physical exercises; scientific and practical foundations of physical culture	Reveals the values and functions of physical culture and sports.
	Know the methods and means of physical culture and sports, the basics of forming and improving physical qualities in order to increase the level of physical fitness.	Provides examples and describes the types of physical exercises.
	Know the principles and basics of the methodology for conducting training sessions in order to increase the body's adaptive reserves and strengthen health.	Reveals the scientific and practical foundations of physical culture.
	Know the scientific and practical foundations of a healthy lifestyle.	Characterizes the methods and means of physical culture and sports.
UK-7.2. Able to apply in practice various means of physical culture, sports and tourism to maintain and strengthen health, psychophysical preparation and self-preparation	Be able to plan and organize training sessions, apply various exercise systems to improve physical fitness to maintain and strengthen health. Plans and organizes training sessions to maintain and strengthen health. Determines the effectiveness of various exercises to improve physical fitness.	Be able to plan and organize training sessions, apply various exercise systems to improve physical fitness to maintain and strengthen health. Plans and organizes training sessions to maintain and strengthen health. Determines the effectiveness of various exercises to improve physical fitness.
	Be able to exercise self-control of one's body condition during physical education and sports. Apply practical skills in self-control of one's body condition during physical education and sports.	Be able to exercise self-control of one's body condition during physical education and sports. Apply practical skills in self-control of one's body condition during physical education and sports.

<p>for future life and professional activity; creatively use the means and methods of physical education for professional and personal development, physical self-improvement, and the formation of a healthy lifestyle.</p>	<p>Be able to use physical education tools and methods to develop physical and mental qualities of an individual and organize a healthy lifestyle. Selects the necessary tools and methods to develop physical and mental qualities.</p>	<p>Be able to use physical education tools and methods to develop physical and mental qualities of an individual and organize a healthy lifestyle. Selects the necessary tools and methods to develop physical and mental qualities.</p>
<p>UK-7.3 Possesses the means and methods of strengthening individual health, physical self-improvement .</p>	<p>Possess the principles, methods and means of organizing physical education and sports; including health-improving physical education.</p>	<p>Carries out physical education and sports, including health-improving physical education on the basis of physical culture and sports principles and methods. Possesses rational means of building the educational and training process, including health-improving physical education. Demonstrates the skills of building training sessions based on knowledge of the laws of the functioning of the human body.</p>
	<p>To master the ways and means of organizing a healthy lifestyle.</p>	<p>Adheres to the criteria of a healthy lifestyle. Owns the ways and means of organizing a healthy lifestyle.</p>
	<p>Possess the skills of organizing independent physical education and sports, including health-improving physical education.</p>	<p>Possesses the skills of organizing independent physical education and sports. Possesses the skills of organizing independent recreational physical education.</p>
<p>GPC-3.1. Prepares information material aimed at preventing the problem of doping in sports, for the implementation of the health and educational potential of sports</p>	<p>Be able to classify, distribute and systematize information material on the topic of preventing the doping problem in sports. Applies skills in classifying and systematizing information material on the topic of preventing the doping problem in sports. Systematizes and classifies information according to a wide range of features: relevance, modernity, variability and reliability.</p>	<p>Be able to classify, distribute and systematize information material on the topic of preventing the doping problem in sports. Applies skills in classifying and systematizing information material on the topic of preventing the doping problem in sports. Systematizes and classifies information according to a wide range of features: relevance, modernity, variability and reliability.</p>

	<p>Have the necessary knowledge of the most well-known medical and chemical preparations used to optimize the indicators of physical and sports fitness of athletes, the basic methods of using these preparations. Have the necessary information about the negative effects of these preparations on the athlete's body. Has knowledge in the field of pharmacology in terms of the composition and methods of using the most well-known pharmacological preparations to optimize the indicators of physical and sports fitness of an athlete. Has the necessary information about the negative and harmful effects of these preparations on the athlete's body. Knows the main signs and methods of identifying and diagnosing doping by athletes.</p>	<p>Have the necessary knowledge of the most well-known medical and chemical preparations used to optimize the indicators of physical and sports fitness of athletes, the basic methods of using these preparations. Have the necessary information about the negative effects of these preparations on the athlete's body. Has knowledge in the field of pharmacology in terms of the composition and methods of using the most well-known pharmacological preparations to optimize the indicators of physical and sports fitness of an athlete. Has the necessary information about the negative and harmful effects of these preparations on the athlete's body. Knows the main signs and methods of identifying and diagnosing doping by athletes.</p>
	<p>Be able to classify, distribute and systematize information and educational material to implement the health and educational potential of sports. Distributes, classifies and systematizes information and educational material to implement the motivational, health and educational potential of sports. Purposefully uses methods and means of organizing a healthy lifestyle.</p>	<p>Be able to classify, distribute and systematize information and educational material to implement the health and educational potential of sports. Distributes, classifies and systematizes information and educational material to implement the motivational, health and educational potential of sports. Purposefully uses methods and means of organizing a healthy lifestyle.</p>
<p>GPC-3.3. Defines the methods of anti-doping research</p>	<p>Be able to differentiate between the means and methods of anti-doping research. Distinguish between the means and methods of anti-doping research. Age, somatic and other restrictions in the use of medical drugs. Qualifiedly determine which specific medical test is aimed at identifying a certain range of drugs used to optimize the indicators of physical and athletic fitness of athletes. Determines and differentiates which specific medical test is used to identify a certain range of doping drugs. Distinguishes between medical</p>	<p>Be able to differentiate between the means and methods of anti-doping research. Distinguish between the means and methods of anti-doping research. Age, somatic and other restrictions in the use of medical drugs. Qualifiedly determine which specific medical test is aimed at identifying a certain range of drugs used to optimize the indicators of physical and athletic fitness of athletes. Determines and differentiates which specific medical test is used to identify a certain range of doping drugs. Distinguishes between medical tests by the strength and intensity of their impact on the athlete's body.</p>

	tests by the strength and intensity of their impact on the athlete's body.	
	Be able to differentiate between the means and methods of anti-doping research. Distinguish between the means and methods of anti-doping research. Age, somatic and other restrictions in the use of medical drugs. Qualifiedly determine which specific medical test is aimed at identifying a certain range of drugs used to optimize the indicators of physical and athletic fitness of athletes. Determines and differentiates which specific medical test is used to identify a certain range of doping drugs. Distinguishes between medical tests by the strength and intensity of their impact on the athlete's body.	Be able to differentiate between the means and methods of anti-doping research. Distinguish between the means and methods of anti-doping research. Age, somatic and other restrictions in the use of medical drugs. Qualifiedly determine which specific medical test is aimed at identifying a certain range of drugs used to optimize the indicators of physical and athletic fitness of athletes. Determines and differentiates which specific medical test is used to identify a certain range of doping drugs. Distinguishes between medical tests by the strength and intensity of their impact on the athlete's body.
	Know the most common medical tests for doping, their composition, dosage, indications and contraindications for use. Knows the most common medical tests for doping, their composition, dosage, indications and contraindications for use.	Know the most common medical tests for doping, their composition, dosage, indications and contraindications for use. Knows the most common medical tests for doping, their composition, dosage, indications and contraindications for use.

### Levels of competence development:

Components of competencies	Indicators of development (descriptors)	LEVELS OF FORMATION (description of the outcomes of descriptors)			
		Unsatisfactory	Satisfactory	Good	Excellent
Know the values and functions of physical culture and sports; types of physical exercises; scientific and practical foundations of physical culture	Reveals the values and functions of physical education and sports	Lack of knowledge about the values and functions of physical education and sports	Fragmentary knowledge about the values and functions of physical education and sports	Formed, but containing some gaps, knowledge about the values and functions of physical culture and sport	Formed and systematic knowledge about the values and functions of physical culture and sports
	Characterizes types of physical exercises, gives examples	Lack of knowledge about types of physical exercises	Fragmentary knowledge of types of physical exercises	Formed, but containing some gaps, knowledge about types of	Formed and systematic knowledge about types of

				physical exercises	physical exercises
	Reveals the scientific and practical foundations of physical education	Lack of knowledge about the scientific and practical foundations of physical education	Fragmentary knowledge of the scientific and practical foundations of physical education	Formed, but containing some gaps, knowledge about the scientific and practical foundations of physical education	Formed and systematic knowledge of the scientific and practical foundations of physical education
Know the methods and means of physical culture and sports, the basics of forming and improving physical qualities in order to increase the level of physical fitness	Characterizes the methods and means of physical culture and sports Lack of knowledge about the methods and means of physical culture and sports	Lack of knowledge about the methods and means of physical culture and sports	Fragmentary knowledge of methods and means of physical culture and sports	Formed, but containing individual gaps, knowledge of methods and means of physical culture and sports	Formed and systematic knowledge of methods and means of physical culture and sports
	Characterizes the methods of formation and taking into account physical qualities and levels of physical training.	Lack of knowledge about the methods of developing and improving physical qualities and the level of physical fitness	Fragmentary knowledge of methods for developing and improving physical qualities and the level of physical fitness	Formed, but containing some gaps, knowledge of methods for developing and improving physical qualities and the level of physical fitness	Formed and systematic knowledge of methods for developing and improving physical qualities and the level of physical fitness
Know the principles and basics of the methodology for conducting training sessions in order to increase the body's adaptive reserves and improve health	Describes the principles and foundations of the methodology for conducting training sessions with the aim of increasing the body's adaptive reserves and strengthening health	Lack of knowledge about the principles and basics of the methodology for conducting training sessions in order to increase the body's adaptive reserves and improve health	Fragmentary knowledge of the principles and basics of the methodology for conducting training sessions in order to increase the body's adaptive reserves and strengthen health	Formed, but containing some gaps, knowledge of the principles and foundations of the methodology for conducting training sessions with the aim of increasing the body's adaptive reserves and strengthening health	Formed and systematic knowledge of the principles and foundations of the methodology for conducting training sessions in order to increase the body's adaptive reserves and strengthen health

Be able to plan and organize training sessions, apply various systems of exercises in order to improve physical fitness to preserve and strengthen health.	Plans and organizes training sessions in order to preserve and strengthen health	Lack of skills to plan and organize training sessions in order to preserve and strengthen health	Partially mastered skills to plan and organize training sessions in order to preserve and strengthen health	Successful, but containing individual gaps, skills to plan and organize training sessions in order to preserve and strengthen health	Successful and systematic skills to plan and organize training sessions in order to preserve and strengthen health
	Determines the effectiveness of various exercises in order to improve physical fitness	Lack of skills to determine the effectiveness of various exercises in order to improve physical fitness	Partially mastered skills to determine the effectiveness of various exercises in order to improve physical fitness	Successful, but containing individual gaps, skills to determine the effectiveness of various exercises in order to improve physical fitness	Successful and systematic skills to determine the effectiveness of various exercises in order to improve physical fitness
To be able to exercise self-control of the state of their body in the process of physical education and sports.	Applies practical skills for self-control of the state of his body in the process of physical education and sports	Lack of skills to apply practical skills for self-control of the state of one's body in the process of physical education and sports	Partially mastered skills to apply practical skills for self-control of the state of one's body in the process of physical education and sports	Successful, but containing individual gaps, the ability to apply practical skills for self-control of the state of one's body in the process of physical education and sports	Successful and systematic skills to apply practical skills for self-control of the state of one's body in the process of physical education and sports
To be able to use the means and methods of physical education for the formation of physical and mental qualities of the personality and the organization of a healthy lifestyle.	Chooses the necessary means and methods for the formation of physical and mental qualities	Lack of ability to choose the necessary means and methods for the formation of physical and mental qualities	Partially mastered skills to choose the necessary means and methods for the formation of physical and mental qualities	Successful, but containing individual gaps, the ability to choose the necessary means and methods for the formation of physical and mental qualities	Successful and systematic ability to choose the necessary means and methods for the formation of physical and mental qualities
	Chooses the necessary means and methods of	Lack of skills to choose the necessary means and	Partially mastered skills to choose the necessary	Successful, but containing individual gaps, skills to	Successful and systematic skills to choose the necessary

	organizing a healthy lifestyle	methods of organizing a healthy lifestyle	means and methods of organizing a healthy lifestyle	choose the necessary means and methods of organizing a healthy lifestyle	means and methods of organizing a healthy lifestyle
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#### 14. Methodological materials for assessing the results of mastering the discipline

1. Tests on theoretical preparedness.
2. Questions for the test lesson.

#### TESTS FOR ASSESSING THEORETICAL KNOWLEDGE TOPIC 1. PHYSICAL CULTURE IN GENERAL CULTURAL AND PROFESSIONAL TRAINING OF STUDENTS

##### 1. Which of the following concepts is more comprehensive?

1. Physical education;
2. Physical culture;
3. Sport;
4. Physical perfection

##### Physical recreation is primarily:

1. Active motor recreation, tourism;
2. Means of treatment and restoration of functions after injuries or diseases;
3. Morning exercises;
4. Dosed running.

##### 3. Students with health problems are enrolled in the following departments:

1. Main Department;
2. Sports Department;
3. Department of Therapeutic Physical Education;
4. Special Department.

##### 4. The final assessment is based on:

1. The level of performance in physical training tests;
2. The level of performance of motor tests in the chosen sport;
3. The level of preparation in the theoretical section of the program;
4. Includes all of the above sections.

##### 5. "Sport" is, first of all:

1. Improvement of physical qualities
2. Self-improvement;
3. Overcoming maximum loads;
4. Participation in competitions, the focus of training on achieving a high sports result.

#### TOPIC 2. SOCIO-BIOLOGICAL BASES PHYSICAL CULTURE

##### 1. One of the main concepts of the biological foundations of physical culture is homeostasis.

##### Homeostasis is:

1. The constancy of the internal environment of the body;
2. Adaptation of the body to the environment;
3. Functional unit of the body
4. Metabolism in the body.

##### 2. Joints, ligaments, tendons include:

1. Muscular;

2. Bone;
3. Endocrine;
4. All systems.

**3. Muscle consists of fibers:**

1. Only red;
2. Only white;
3. Red and white;
4. Smooth.

**4. The mass of skeletal muscles in humans is about:**

1. 25-30%
2. 35-40%
3. 45-50%
4. 15-20%

**5. ATP resynthesis is more economical and efficient:**

1. Only aerobically;
2. Only anaerobically;
3. Aerobically-anaerobically;
4. Anaerobically-aerobically.

### **TOPIC 3. FUNDAMENTALS OF A HEALTHY LIFESTYLE**

**1. A state of complete physical, spiritual and social well-being, and not just the absence of disease or physical defect, is the definition of:**

1. individual health;
2. health;
3. population health;
4. physical health.

**2. A state in which a person has maximum adaptation to various environmental factors due to self-regulation of body functions and harmony of physiological processes is the definition of:**

1. health;
2. physical health;
3. population health;
4. mental health.

**3. A state of an individual in which a person has an attitude to deny the disease, to overcome it, which should be a “strategy of human life” is the definition of:**

1. mental health;
2. population health;
3. physical health;
4. social health.

**4. The state of an individual, reflecting the measure of social activity, the active attitude of a person to the surrounding world is the definition of:**

1. health;
2. mental health;
3. social health;
4. physical health.

**5. What criteria are used to assess individual health:**

1. level and harmony of physical development;
2. biochemical indicators;
3. functional indicators.
4. All of the above.

**TOPIC 4. PSYCHOPHYSIOLOGICAL BASES OF STUDY WORK AND INTELLECTUAL ACTIVITY. MEANS OF PHYSICAL CULTURE IN REGULATION OF PERFORMANCE CAPACITY**

**1. In a healthy person, intense mental work causes:**

1. Slowing of the heart rate;
2. Increased heart rate;
3. Does not affect the heart rate;
4. Interruptions in the heart rate.

**2. What is included in the concept of "the ability to perform work at a given level of efficiency for a certain time":**

1. Recreation;
2. Rehabilitation;
3. Performance;
4. Fatigue.

**3. Factors affecting performance:**

1. Physiological state;
2. Mental state;
3. Physical state;
4. All of the above.

**4. What are the means of physical culture?:**

1. Physical exercise;
2. The sun;
3. Air;
4. Water.

**5. What tests are used to assess general endurance:**

1. Running 100 and 200 m;
2. Running 500 and 1000 m;
3. Long jump from a place;
4. Push-ups and pull-ups.

**TOPIC 5. GENERAL PHYSICAL AND SPORTS TRAINING IN THE SYSTEM OF PHYSICAL EDUCATION. FEATURES OF ADAPTATION TO PHYSICAL ACTIVITIES**

**1. In health training programs, it is recommended to predominantly (up to 90-100%) use exercises:**

1. to develop speed of movements;
2. to develop endurance;
3. to develop strength;
4. to develop speed-strength qualities.

**2. Specify which indicators must be taken into account to implement the health effects of walking:**

1. walking time;
2. walking speed;
3. distance traveled;
4. walking time, speed and distance.

**3. The level of endurance depends on:**

1. The power of the heart and lungs;
2. The liver;
3. Muscles;
4. All of the above factors.

**4. The restoration of the main source of energy (ATP) occurs in the body by:**

1. Aerobic;
2. Anaerobic;
3. Aerobic + anaerobic;
4. ATP is not restored.

**5. The basis for increasing human performance is:**

1. General physical training;
2. Special training;
3. Sports training;
4. Applied training

**TOPIC 6. BASICS OF THE METHODOLOGY OF INDEPENDENT PHYSICAL EXERCISES**

**1. The higher the physical fitness, the anaerobic metabolic threshold (ANT):**

1. Lower;
2. Higher;
3. Unrelated indicators;
4. Become negative

**2. Rational frequency and duration of health training:**

1. 2-3 times a week for 45-60 minutes;
2. 1-2 times a week for 20 minutes each;
3. 5 times a week for 45 minutes each;
4. Daily morning exercises for 15-20 minutes.

**3. With long-term planning of independent training, the overall training load from course to course should tend to:**

1. Increase;
2. Decrease;
3. Standard;
4. Increases in junior courses, unchanged in senior courses.

**4. When training independently, it is recommended to conduct control:**

1. Preliminary;
2. Current;
3. Final;
4. All of the above.

**5. To organize and conduct independent physical education classes, it is recommended at the beginning:**

1. Get a doctor's clearance;
2. Choose a type of physical activity;
3. Choose a place to train;
4. Keep a self-monitoring diary.

## **TOPIC 7. INDIVIDUAL CHOICE OF TYPES OF SPORT OR SYSTEM OF PHYSICAL EXERCISES.**

**1. Sports are divided into:**

1. Mass sports;
2. Student sports;
3. High-performance sports;
4. All of the above.

**2. During physical education classes of choice (sport of the student's choice), tests are conducted on:**

1. Theoretical training;
2. General physical fitness;
3. In the chosen sport;
4. All of the above.

**3. Student sports include:**

1. Intra-university competitions;
2. Inter-university competitions;
3. International competitions;
4. Intra-university, inter-university, international competitions.

**4. A university student club is:**

1. Intra-university public organization;
2. Inter-university public organization;
3. Intra-university commercial organization;
4. Inter-university commercial organization.

**5. The Russian Student Sports Union is:**

1. A public association of students and university employees;
2. A public association of students;
3. A public association of university employees;
4. A commercial association of students and university employees.

## **TOPIC 8. FEATURES OF TRAINING IN A SELECTED SPORT (SYSTEM OF PHYSICAL EXERCISES)**

**1. The training process includes the following types of planning:**

1. Current;
2. Prospective;
3. Annual;
4. All of the above.

**2. Athlete's preparedness includes the following concepts:**

1. Physical preparedness;
2. Tactical and technical preparedness;

3. Psychological preparedness;
4. All of the above.

**3. Physical qualities are best developed at:**

1. The initial stage of preparation;
2. At the stage of preparing athletes of the candidate master of sports level;
3. At the stage of preparing athletes of the master of sports level;
4. At the stage of preparing athletes of the master of sports level of international class.

**4. The phenomenon of "transfer", i.e. the parallel development of many physical qualities, occurs best at:**

1. The initial stage of training;
2. At the stage of training candidates for master of sports;
3. At the stage of training masters of sports;
4. At the stage of training masters of sports of international class.

**5. Long-term planning of sports training involves:**

1. Gradual complication of the training process;
2. Gradual decrease in the training load;
3. Gradual increase in technical training;
4. Gradual increase in tactical training.

## **QUESTIONS FOR THE EXAMS**

### **Topic 1**

1. Physical education and sports as social phenomena.
2. Physical education is a part of universal human culture.
3. Sports is a phenomenon of cultural life.
4. Components of physical education:
  - physical education;
  - physical development;
  - professional and applied physical education;
  - health and rehabilitation physical education;
  - background types of physical education;
  - means of physical education.
5. Physical education in the structure of professional education.
6. Physical education of the student's personality.
7. Physical education and sports as means of maintaining and strengthening students' health, their physical and athletic improvement.
8. Professional focus of physical education.
9. Organizational and legal foundations of physical education and sports.
10. Physical education and sports in the university.
11. Humanitarian significance of physical education.
12. Value orientations and attitudes of students to physical education and sports.
13. Fundamentals of organizing physical education in a university.

### **Topic 2.**

1. The concept of "health", its content and criteria
2. Functional manifestation of health in various spheres of life.
3. Students' lifestyle and its influence on health.
4. Healthy lifestyle of a student.
5. The influence of the environment on health.
6. Heredity and its influence on health.
7. Health in the hierarchy of needs and values of a cultured person.

8. Orientation of human behavior to ensure one's own health.
9. Self-assessment of one's own health.
10. Value orientations of students towards a healthy lifestyle and their reflection in life.
11. Substantive characteristics of the components of a healthy lifestyle.
12. Work and rest regime.
13. Organization of sleep.
14. Organization of nutrition.
15. Organization of physical activity.
16. Personal hygiene and hardening.
17. Hygienic principles of hardening.
18. Hardening with air.
19. Hardening with the sun.
20. Hardening with water.
21. Prevention of bad habits.
22. Culture of interpersonal relationships.
23. Psychophysical regulation of the body.
24. Culture of sexual behavior.
25. Criteria for the effectiveness of using a healthy lifestyle.
26. Physical self-education and improvement are a condition for a healthy lifestyle.

### **Topic 3.**

1. Objective and subjective factors of learning and students' reactions to them.
2. Changes in the state of students' bodies under the influence of various modes and conditions of learning.
3. Performance and the influence of various factors on it.
4. The influence of the periodicity of rhythmic processes in the body on performance.
5. General patterns of changes in students' performance during the learning process.
6. Changes in performance during the working day.
7. Changes in performance during the school week.
8. Changes in performance by semesters and in general for the academic year.
9. Types of changes in students' mental performance.
10. The state and performance of students during the examination period.
11. Physical education tools in regulating the psycho-emotional and functional state of students during the examination period.
12. The use of "small forms" of physical education in the mode of students' academic work.
13. Students' performance in a health and sports camp.
14. Features of conducting physical education classes to improve students' performance.

### **Topic 4.**

1. General physical training, its goals and objectives.
2. Special physical training.
3. Sports training, its goals and objectives.
4. The structure of an athlete's readiness.
5. Technical readiness of an athlete.
6. Physical readiness of an athlete.
7. Tactical readiness of an athlete.
8. Mental readiness of an athlete.
9. Professional and applied physical training of an athlete as a type of special physical training.
10. Intensity of physical activity.
11. Load intensity zones by heart rate (HR).
12. Characteristics of the zero intensity zone.
13. Characteristics of the first training zone.
14. Characteristics of the second training zone.
15. Characteristics of the third training zone.

16. Energy expenditure during physical activity of different intensity.
17. The importance of muscle relaxation.
18. Possibilities and conditions for correcting physical development and physique by means of physical culture and sports in student age.
19. Possibilities and conditions for correcting motor and functional fitness by means of physical culture and sports in student age.
20. Forms of physical exercise classes.
21. The structure and design of a training session.
22. General and motor density of a session.

### **Topic 5**

1. Optimal physical activity and its impact on health and performance.
2. Formation of motives and organization of physical exercise classes.
3. Forms of independent classes.
4. Content of independent classes.
5. Age-related characteristics of the content of classes.
6. Calculation of hours of independent classes.
7. Planning the volume and intensity of physical exercises taking into account the mental study load.
8. Managing independent classes. Defining the goal. The limit of the intensity of physical activity for individuals. Taking into account individual characteristics.
9. Preliminary, current and final accounting of the training load and adjustment of training plans.
10. The limit of the intensity of physical activity for students.
11. The relationship between the intensity of classes and heart rate. Signs of excessive load.
12. Pulse modes of rational training load for students.
13. HR/PANO in people of different ages.
14. Energy expenditure during physical activity of different intensity.
15. Participation in sports competitions during independent training.
16. Hygiene of independent training. Nutrition, drinking regime, skin care. Hardening elements.
17. Hygiene. Places of training, clothing, footwear, injury prevention.
18. Self-monitoring of physical development and body condition.
19. Self-monitoring of physical fitness. Tests.

### **Topic 6.**

1. Definition of the concept "sport". Its fundamental difference from other types of physical exercise.
2. Mass sports. Its goals and objectives.
3. High-performance sports.
4. Unified sports classification.
5. National sports.
6. Student sports, its organizational features.
7. Sports in the University.
8. Sports in the elective course of the academic discipline "Physical Education".
9. Features of the organization of classes in the main and sports departments.
10. Special sports and technical credit requirements and standards.
11. Sports in students' free time. Types of activities and their organizational basis.
12. Student sports competitions.
13. Sports competitions as a means and method of general physical professional-applied, sports training and monitoring their effectiveness.
14. The system of student sports competitions - intra-university, inter-university, international.
15. Public student sports organizations and associations.
16. International student sports competitions.
17. Non-traditional systems of physical exercises. Features of the organization of classes, special credit requirements and standards.

18. Organizational foundations for classes in various health systems in students' free time.
19. The main motivational options and justification for a student's individual choice of a sport or system of physical exercises.
20. Selection of sports to strengthen health, correct deficiencies in physical development and physique.
21. Selection of sports and exercises for active recreation.
22. Selection of sports and exercises to prepare for future professional activities.
23. Selection of sports and exercises to improve the functional capabilities of the body.
24. Selection of sports to achieve the highest athletic results.
25. Brief characteristics of the main groups of sports and modern systems of physical exercises, mainly developing
  - endurance;
  - strength;
  - speed-strength qualities and quickness;
  - flexibility;
  - coordination of movements;
26. Sports with a complex, multifaceted impact on the body of the athlete.

### **Topic 7.**

1. Brief historical background of the sport (physical exercise system).
2. Characteristics of the influence of the chosen sport (physical exercise system) on physical development, functional fitness, mental qualities and personality traits.
3. Model characteristics of a high-class athlete (for players of different roles, for different weight categories, etc.).
4. Determining the goal and objectives of sports training (physical exercise system classes) in the chosen sport in a university setting.
5. Long-term training planning.
6. Current and operational training planning.
7. The main ways to achieve the necessary structure of preparedness: physical, technical, tactical and mental.
8. Types and methods of monitoring the effectiveness of training sessions in the chosen sport (physical exercise system).
9. Special credit requirements and standards for the chosen sport (physical exercise system) by year (semester) of study.
10. Calendar of student intra-university and extra-university competitions in the selected sport.
11. Requirements for sports classification and competition rules in the selected sport.

### **Topic 8.**

1. Diagnostics and self-diagnosis of the body's condition during regular physical exercise and sports.
2. Types of diagnostics, its goals and objectives.
3. Medical supervision as a condition for admission to physical education and sports, its content and frequency.
4. Methods of standards, anthropometric indices, programs, functional tests, exercise tests for assessing physical development and physical fitness.
5. Pedagogical supervision, its content and types.
6. Medical and pedagogical supervision, its content.
7. Self-monitoring, its goals, objectives and research methods.
8. Self-monitoring diary.
9. Subjective and objective indicators of self-monitoring.
10. Determining the load based on pulse readings, vital capacity of the lungs and respiratory rate.
11. Assessing the severity of the load during physical exercise based on changes in body weight and dynamometry.
12. Evaluation of functional fitness by holding the breath on inhalation and exhalation.

13. Methodology for assessing the state of the central nervous system by pulse and skin-vascular reaction.
14. Evaluation of physical performance based on the results of a 12-minute test in running and swimming.
15. Methodology for assessing speed and flexibility.
16. Evaluation of the severity of the load based on subjective indicators.
17. Correction of the content and methodology of physical exercise classes based on the results of monitoring.

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