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**Federal State Autonomous Educational Institution of Higher Education  
PATRICE LUMUMBA PEOPLES' FRIENDSHIP UNIVERSITY OF  
RUSSIA**

**Physical education and sport department**

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

**COURSE SYLLABUS**

**PHYSICAL CULTURE**

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course title

**Recommended by the Didactic Council for: all specialities/training areas for  
bachelors/specialists implemented at RUDN Univresity**

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field of studies / speciality code and title

**The development of the discipline is carried out within the framework of the  
implementation of the main professional educational program of higher education  
(EP HE).**

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higher education programme profile/specialisation title

### **1. Goals of mastering the discipline**

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 objective of the discipline 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. The place of the academic discipline in the structure of the educational program of higher education.**

The discipline "Physical Education" is implemented in the amount of at least 72 academic hours (2 credits) in full-time education.

### **3. Requirements to learning outcomes:**

The process of studying the discipline "Physical Education" is aimed at developing the following competence: UK-7 - is able to maintain the proper level of physical fitness to ensure full-fledged social and professional activity.

As a result of studying the discipline, the student should:

**To know:**

- values, functions of physical education and sports; types of physical exercises; scientific and practical foundations of physical education;
- methods and means of physical education and sports, the basics of forming and improving physical qualities in order to increase the level of physical fitness;
- principles and basics of the methodology for conducting training sessions in order to increase the body's adaptive reserves and strengthen health;
- scientific and practical foundations of a healthy lifestyle;

**Be able to:**

- plan and organize training sessions, use a variety of physical education, sports and tourism tools to maintain and strengthen health, psychophysical training and self-preparation for future life and professional activity;
- exercise self-monitoring of the state of one's body during physical education and sports;
- to creatively use the means and methods of physical culture to develop the physical and mental qualities of the individual and organize a healthy lifestyle.

### 3. The course in the higher education programme structure

The course «**Physical culture** » refers to the Compulsory Disciplines of block B1 of the EP HE.

Within the framework of the Educational Program, students also master other disciplines and/or practices that contribute to expected learning outcomes of the course «Physical culture».

### 4. The discipline workload and academic activities

The total workload of the discipline "**Physical culture**" is equal to **7** credits.

*Table 4.1. Types of academic activities during the period of the HE program mastering*

Types of academic activities		TOTAL, academic hours	semesters			
		(ac.h)	1	2	3	4
Classroom learning:		16		8		8
Methodological and practical section		14		7		7
Control section		2		1		1
Self-studies of students:		56	18	10	18	10
Theoretical section		24	8	4	8	4
Methodical and Practical section		32	10	6	10	6
<b>Total workload of the discipline</b>	ac.h.	72	18	18	18	18
	credits	2		1		1

## 5. THE COURSE CONTENTS

### 5.1. The content of the discipline and types of academic activities

Modules and Topics	Content of the topics
<i>Classroom learning</i>	
Methodical and practical	<ol style="list-style-type: none"> <li>1. Self control in physical exercising and sports</li> <li>2. Human physical development indicators</li> <li>3. Human functional statement indicators</li> <li>4. Physical fitness indicators</li> <li>5. Physical endurance indicators</li> <li>6. Human Psycho-physiological statement indicators</li> <li>7. Physical culture in production activities of bachelor and specialist</li> </ol>
Control section	<p>Testing theoretical knowledge</p> <p>Credit assignment</p>
<i>Self-studies of students</i>	
Theoretical Section	<p>Topic 1. Physical education in general and professional training of students.</p> <p>Topic 2. Social and biological foundations of physical education.</p> <p>Topic 3. Fundamentals of a healthy student lifestyle. Physical education in ensuring health.</p> <p>Topic 4. Psychophysiological foundations of academic work and intellectual activity. Physical education tools in regulating performance</p> <p>Topic 5. Pedagogical foundations of physical education.</p> <p>Professional and applied physical training of students and physical education in the professional activity of a future specialist.</p> <p>Topic 6. Fundamentals of general and special physical training. Sports training. Individual choice of sports or systems of physical exercises.</p> <p>Topic 7. Fundamentals of the methodology of independent physical exercise.</p> <p>Topic 8. Self-control of those involved in physical exercise and sports.</p>
Methodic and practical section	<ol style="list-style-type: none"> <li>1. Методики эффективных и экономичных способов овладения жизненноважными умениями и навыками.</li> <li>2. Простейшие методики самооценки работоспособности, усталости, утомления и применения средств физической культуры для их направленной коррекции.</li> <li>3. Методика составления индивидуальных программ физического самовоспитания и занятий оздоровительной, рекреационной и восстановительной направленности.</li> <li>4. Основы методики самомассажа.</li> <li>5. Методика корригирующей гимнастики для глаз.</li> </ol>

Modules and Topics	Content of the topics
<b><i>Classroom learning</i></b>	
	6. Методика составления и проведения простейших самостоятельных занятий физическими упражнениями гигиенической или тренировочной направленности. 7. Методы оценки и коррекции осанки и телосложения. 8. Методы самоконтроля состояния здоровья и физического развития. 9. Методы самоконтроля за функциональным состоянием организма. 10 Методика проведения учебно-тренировочного занятия. 11. Методы самооценки специальной физической и спортивной подготовленности по избранному виду спорта. 12. Методика индивидуального подхода и применения средств для направленного развития отдельных физических качеств. 13. Методы регулирования психоэмоционального состояния на занятиях физическими упражнениями и спортом. 14. Средства и методы мышечной релаксации в спорте. 15. Методика самостоятельного освоения отдельных элементов профессионально-прикладной физической подготовки. 16. Методика проведения производственной гимнастики с учетом заданных условий и характера труда.

## 5.2. 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

## 6. Teoretic section

№	№ of the section	Theoretical information	Continuance (hours)
<b><i>Self-studies of students</i></b>			
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	3

		training 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

## 7. Методико-практический раздел

№ п/п	№ of the section	Topics for methodic-practical classes	Continuance (hours)
<b><i>Classroom learning</i></b>			
1	II	Self control in physical exercise 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	Методики эффективных и экономичных способов овладения жизненно важными умениями и навыками.	2
2	II	Простейшие методики самооценки работоспособности, усталости, утомления и применения средств физической культуры для их направленной коррекции.	2
3	II	Методика составления индивидуальных программ физического самовоспитания и занятий оздоровительной, рекреационной и восстановительной направленности.	2
4	II	Основы методики самомассажа.	2
5	II	Методика корригирующей гимнастики для глаз.	2
6	II	Методика составления и проведения простейших самостоятельных занятий физическими упражнениями гигиенической или тренировочной направленности.	2
7	II	Методы оценки и коррекции осанки и телосложения.	2
8	II	Методы самоконтроля состояния здоровья и физического развития.	2

9	II	Методы самоконтроля за функциональным состоянием организма.	2
10	II	Методика проведения учебно-тренировочного занятия.	2
11	II	Методы самооценки специальной физической и спортивной подготовленности по избранному виду спорта.	2
12	II	Методика индивидуального подхода и применения средств для направленного развития отдельных физических качеств.	2
13	II	Методы регулирования психоэмоционального состояния на занятиях физическими упражнениями и спортом.	2
14	II	Средства и методы мышечной релаксации в спорте.	2
15	II	Методика самостоятельного освоения отдельных элементов профессионально-прикладной физической подготовки.	2
16	II	Методика проведения производственной гимнастики с учетом заданных условий и характера труда.	2

## 8. Control section

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

## 10. Information support of the discipline

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=TbqtUg8lAbs>

**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. Allyanov Yu. N., Pismensky I. A. Physical Education: Textbook for Bachelors. - M.: Yurait, 2014.
2. Vilensky M. Ya. Physical Education and Healthy Lifestyle of a Student: Textbook. - 4th ed., stereotype. - M.: KnoRus, 2016. - 239 p.
3. Muller A. B., Dyadichkina N. S., Bogashchenko Yu. A. Physical Education: Textbook for Bachelors. - M.: Yurait, 2016.1. Allyanov Yu.N., Pismensky. Physical culture:textbook for bechelors. – M.: Yurait, 2014.

### **Additional readings:**

1. Bryunina A.V., Malchenko A.D. Features of physical education of students of the special medical group. Methodical recommendations for practical classes. M.: RUDN University, 2014.
  2. Zhuravleva Yu.S. General physical training with elements of health aerobics in the educational process of the University. Textbook M.: RUDN University Publishing House, 2019. 84 p.
  3. Zhuravleva Yu.S. Morphofunctional support of student motor activity. Textbook M.: RUDN University Publishing House, 2019. 144 p.
  6. Kislitsyn Yu.L., Pobyvanets V.S., Burmistrov V.N. Physical education in the socio-biological adaptation of students. Reference manual. M.: Publ. RUDN University, 2013
  4. Kodaneva L.N. Organizational and methodological foundations of physical education of students with health disabilities: Textbook. - M.: Zhukovsky Academy ID, 2017. - 140 p., ill.
  5. Kodaneva L.N., Sukhareva L.M., Khramtsov P.I. et al. Medical and pedagogical control over the organization of physical education classes for students with health disabilities: methodological recommendations. - M.: Publishing House of the Scientific Center for Children's Health, Russian Academy of Medical Sciences, 2013. - 49 p.
  6. Kosyakova E.V. Functional training for first-year students: Textbook. - Electronic text data. - M.: RUDN University Publishing House, 2017. - 68 p.
  7. Kunitsyna E.A. Applied swimming: textbook / E.A. Kunitsyna, E.A. Milashechkina, V.V. Milashechkina, A.D. Dugbley - M.: RUDN, 2024. 185 p.
  8. 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..
  9. Lubyshev E.A., Krasilnikov A.A., Sergeeva Yu.S. Self-control in students' physical activity. Publishing house "Mediagroup Hask". 2021-76 p.
  10. 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)

11. Malchenko A.D. Preparation for passing the All-Russian Physical Culture and Sports Complex GTO standards on the subject basis of track and field: a tutorial. / A.D. Malchenko, O.V. Pogorelova - Moscow: RUDN, 2017. - 148 p.
12. Milashechkina E.A. Health walking and running for students of the special medical group TutorialM.: RUDN Publishing House, 2018. 96 p.
13. Milashechkina E.A., Tourism and orienteering in the system of physical education of students of the special medical department: a tutorial on the discipline "Physical Education / E.A. Milashechkina, V.S. Milashechkin, Yu.S. Zhuravleva". - Moscow: RUDN, 2020. - 140 p.
14. Olyashev N.V. Ski training in university classes: a tutorial / N.V. Olyashev. - Moscow: RUDN, 2019. - 168 p.
15. 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.
16. Potapov D. A. Outdoor games in the system of technical training of basketball players: a teaching aid / D. A. Potapov, E. A. Milashechkina. - Moscow: RUDN, 2019. - 73 p.
17. Pushkina V. N., Makeeva V. S., Osipenko E. V. Monitoring the physical condition of schoolchildren and students: a teaching aid / V. N. Pushkina, V. S. Makeeva, E. V. Osipenko. - M.: RadioSoft. - 2016. - 320 p.
18. Timofeeva O. V. Step aerobics in the system of physical education of female university students: A teaching aid. - Electronic text data. - M.: RUDN Publishing House, 2017. - 48 p.
19. 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.
20. 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.

**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
Special Exercises	1. Frequent blinking 2. 3. 4.	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 2. 3. 4.	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. 4.	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

Activity in a lesson is assessed from 0 to 8 points.

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 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. Selects health-saving technologies to maintain a healthy lifestyle, taking into account the physiological characteristics of the body
	UC-7.2. Plans his working time to optimally balance physical and mental workload and ensure efficiency
	UC-7.3. Observes and supports healthy lifestyle standards in various life situations and in professional activities

GPC-3 Capable of counteracting and combating the use of doping in sports	CPC-3.1. Prepares information material aimed at preventing the problem of doping in sports, to realize the health and educational potential of sports
	CPC-3.3. Defines the methods of anti-doping research

#### Indicators of competence development (descriptors)

	Результаты обучения	Показатели оценки результата
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 for future life	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	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.

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.	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.
	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.	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.
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	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.	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.
	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	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.

	methods of identifying and diagnosing doping by athletes.	
	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.	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.
GPC-3.3. Defines the methods of anti-doping research	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.
	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	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.



	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 physical exercises	Formed and systematic knowledge about types of 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	Characterizes the methods and means of physical culture and sports Lack of knowledge about the methods and means	Lack of knowledge about the methods and means of physical	Fragmentary knowledge of methods and means of physical	Formed, but containing individual gaps, knowledge of methods and	Formed and systematic knowledge of methods and means of physical

qualities in order to increase the level of physical fitness	of physical culture and sports	culture and sports	culture and sports	means of physical culture and sports	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
Know the scientific and practical foundations of a healthy lifestyle	Characterizes methods of maintaining and strengthening health	Lack of knowledge about methods of maintaining and improving health	Fragmentary knowledge of methods of maintaining and strengthening health	Formed, but containing some gaps, knowledge of methods for maintaining and improving health	Formed and systematic knowledge of methods of maintaining and strengthening health
	Analyzes cause-and-effect relationships between healthy lifestyle factors and diseases	Lack of knowledge about the cause-and-effect relationships between healthy lifestyle	Fragmentary knowledge of the cause-effect relationships between healthy lifestyle	Formed, but containing some gaps, knowledge of the cause-and-effect relationships between healthy	Formed and systematic knowledge of the cause-and-effect relationships between healthy lifestyle

		factors and diseases	factors and diseases	lifestyle factors and diseases	factors and diseases
	Characterizes the basics of a healthy lifestyle	Lack of knowledge about the basics of a healthy lifestyle	Fragmentary knowledge of the basics of a healthy lifestyle	Formed, but containing some gaps, knowledge of the basics of a healthy lifestyle and lifestyle	Formed and systematic knowledge of the basics of a healthy lifestyle
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	Lack of skills to plan and organize training sessions for the purpose of maintaining and strengthening health	Partially mastered skills to plan and organize training sessions for the purpose of maintaining and strengthening health	Successful, but with some gaps, skills in planning and organizing training sessions for the purpose of maintaining and strengthening health	Successful and systematic skills in planning and organizing training sessions for the purpose of maintaining and strengthening health
	Determines the effectiveness of various exercises to improve physical fitness	Lack of skills to determine the effectiveness of various exercises to improve physical fitness	Partially mastered skills to determine the effectiveness of various exercises for the purpose of improving physical fitness	Successful, but containing some gaps, skills to determine the effectiveness of various exercises for the purpose of improving physical fitness	Successful and systematic ability to determine the effectiveness of various exercises in order 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	Lack of skills to apply practical skills in self-monitoring the state of one's body in the process of physical education and sports in self-monitoring the state of one's body in the process of physical	Partially mastered skills to apply practical skills in self-monitoring the state of one's body in the process of physical education and sports	Successful, but with some gaps, skills in applying practical skills in self-monitoring the state of one's body in the process of physical education and sports	Successful and systematic skills in applying practical skills in self-monitoring the state of one's body in the process of physical education and sports

		education and sports			
Be able to use the means and methods of physical culture to form the physical and mental qualities of the individual and organize a healthy lifestyle.	Selects the necessary means and methods for the formation of physical and mental qualities	Lack of skills to select the necessary means and methods for developing physical and mental qualities	Partially mastered skills to select the necessary means and methods for developing physical and mental qualities	Successful, but containing some gaps, skills in choosing the necessary means and methods for the formation of physical and mental qualities	Successful and systematic skills in choosing the necessary means and methods for the formation of physical and mental qualities
	Selects the necessary means and methods of organizing a healthy lifestyle	Selects the necessary means and methods of organizing a healthy lifestyle	Partially mastered skills to select the necessary means and methods of organizing a healthy lifestyle Successful, but containing some gaps, skills to select the necessary means and methods of organizing a healthy lifestyle	Successful, but containing some gaps, skills to select the necessary means and methods of organizing a healthy lifestyle	Successful and systematic skills to select the necessary means and methods for organizing a healthy lifestyle

#### 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. Sports;
4. Physical perfection

**2. Physical recreation is, first of all:**

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

**3. Students with health problems are enrolled in the department:**

1. Basic;
2. Sport;
3. Therapeutic physical culture;
4. Special.

**4. The final assessment grade is determined by:**

1. The level of performance of motor tests for physical fitness;
2. The level of performance of motor tests for the selected sport;
3. The level of preparation for the theoretical section of the program;
4. Includes all of the above sections.

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

1. Improving physical qualities (strength, endurance, speed);
2. Self-improvement;
3. Overcoming maximum loads;
4. Participation in competitions, training aimed at achieving high sports results.

**6. What does mass physical culture not include:**

1. Physical education;
2. High-performance sports;
3. Physical recreation;
4. Hygienic physical culture.

**7. Optimal student's physical activity per day:**

1. 1,5 hours;
2. 3 hours;
3. Over 3 hours.
4. 0,5 hour

**8. What factor plays a decisive role in maintaining and strengthening health:**

1. Ecology;
2. Lifestyle;
3. Heredity;
4. Level of development of medicine

**9. Sleep norm for students:**

1. 5 hours;
2. 6 hours;
3. 7 hours;
4. 8 hours.

**10. Which methods are used to reduce the impact of stress?**

1. Autogenic training;
2. Breathing exercises;
3. Regular moderate physical activity;
4. A combination of all the above methods.

**TOPIC 2. SOCIAL AND BIOLOGICAL BASIS OF PHYSICAL CULTURE**

**1. One of the basic concepts of the biological foundations of physical culture is homeostasis.**

**Homeostasis is:**

1. Constancy of the internal environment of the organism;
2. Adaptation of the organism to the environment;
3. Functional unit of the organism;
4. Metabolism in the organism.

**2. Joints, ligaments, tendons are included:**

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

**3. The muscle consists of the fiber:**

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

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

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

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

1. Only aerobic;
2. Only anaerobic;
3. Aerobic-anaerobic;
4. Anaerobic-aerobic.

3. Energy expenditure is the same as that of people who do not play sports;
4. 1.5 times more energy than people who do not play sports.

**6. Blood cells that transport oxygen to tissues are called:**

1. Erythrocytes;
2. Leukocytes;
3. Thrombocytes;
4. Plasma.

**8. Negative changes in the body due to lack of movement are called:**

1. Hypokinesia;
2. Hypodynamia;
3. Hypotension;
4. Hypocleptia.

**7. At rest, an athlete's body spends:**

1. 2 times more energy than people who do not play sports;
2. Less energy than people who do not play sports;

**9. What is the main source of energy in the body?**

1. Proteins;
2. Fats;
3. Carbohydrates;
4. Minerals.

**10. To reduce the amount of fat in the body, you should perform the following exercises:**

1. Aerobic;
2. Anaerobic;
3. Aerobic-anaerobic;
4. Anaerobic-aerobic.

### **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.

**6. The reaction of the cardiovascular system to a standard dosed load in trained individuals:**

1. 2 times higher;
2. the same as in those who do not play sports;
3. lower;
4. 1.5 times higher.

**7. What criteria are important for predicting individual health:**

1. body weight;
2. gender;
4. body type;
5. blood group.

**8. The maximum health value is characteristic of:**

1. chess;
2. table tennis;
3. darts;
4. health jogging.

**9. Subjective indicators of self-monitoring of health during physical training include:**

1. well-being;
2. body weight;
3. chest circumference;
4. heart rate.

**10. Stress, according to Hans Selye, is:**

1. a non-specific response of the body to any demand made of it;
2. protection from a damaging factor, which occurs with damage to the body, with a weakening of its capabilities;
3. avoidance of the impact of a damaging factor;
4. the body's resistance to the impact of external factors.

**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.

**6. How is the maximum physical load calculated based on the heart rate for a student:**

1. 220-age;
2. 230-age;
3. 200-age;
4. 180 - age.

**7. What indicates high intensity of human brain activity?**

1. Brain mass;
2. Brain composition;
3. Oxygen consumption;
4. Carbon dioxide consumption.

**8. Effect of the "sitting position" on the body:**

1. Increases the volume of circulating blood in the body;
2. Improves blood supply to the brain;
3. "Venous congestion" is formed;
4. Respiratory activity increases.

**9. Subjective feeling accompanying a decrease in performance:**

1. Fatigue;
2. Exhaustion;
3. Overfatigue;
4. Relaxation.

**10. What is psychoregulatory training?**

1. Circuit training;
2. Aerobic training;
3. Autogenic training;
4. Cyclic training.



## **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

**6. The K. Cooper test includes:**

1. Running 5000 (3000) km;
2. Running 100 m;
3. 12-minute run;
4. Jumping rope for 1 min.

**7. The term recreation means:**

1. gradual adaptation of the body to stress;
2. a state of relaxation that occurs in a subject after the removal of excessive physical, emotional and/or mental stress;
3. rest, restoration of human strength expended in the process of work, training sessions and competitions;
4. psychotherapy applied by an individual to himself.

**8. The maximum training effect for the development of aerobic capabilities and general endurance is ensured by performing physical exercises at a heart rate of:**

1. from 90 to 110 beats per minute;

2. from 110 to 130 beats per minute;
3. from 144 to 156 beats per minute;
4. from 175 to 205 beats per minute.

**9. The most objective physical activity that causes positive changes in the body is dosed according to:**

1. HR (heart rate);
2. the volume of physical exercises performed;
3. intensity of the physical exercises performed;
4. Heart rate, volume and intensity of the physical exercises performed.

**10. In what part of the lesson is it very important to perform exercises to relieve the spine:**

1. Introductory;
2. Preparatory;
3. Main;
4. Final.

## **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.

**6. Who loses fitness faster when training stops?**

1. Men;
2. Women;
3. The same;
4. Physical fitness remains at the same level, its level does not decrease

**7. The aerobic zone of training loads corresponds to the pulse rate:**

1. Up to 110 beats / min;
2. 110-150 beats / min;
3. 150-180 beats / min;
4. Over 180 bpm.

**8. During health training for women, exercises are required for:**

1. Back and abdominal muscles;
2. Arm muscles;
3. Leg muscles;
4. Back muscles;

**9. Energy expenditure during sports depends on:**

1. Physical condition;
2. Gender;
3. The load performed;
4. All of the above factors.

**10. What does not include first aid for a sprain?**

1. Rest;
2. Cold (cold heating pad, ice);
3. Heat (hot heating pad, rubbing);
4. Applying a bandage.

**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.

**6. The choice of an individual sport depends on the desire to:**

1. Improve the level of physical fitness, improve health;
2. Achieve high athletic results in the chosen sport;
3. Master the skills and abilities necessary in professional activities;
4. All of the above.

**7. What should be taken into account when organizing "active recreation"?:**

1. Features of previous fatigue;
2. Mental state;
3. Temperament;
4. All of the above.

**8. If the profession requires increased endurance, then the sport is chosen:**

1. Long-distance running, skiing, cycling;
2. Short-distance running, high jump;
3. Karting, archery, fencing;
4. All of the above.

**9. At the beginning of a sports career, training is recommended to develop:**

1. Speed;
2. Strength;
3. Endurance;
4. Agility.

**10. Which of the following sports is considered non-traditional:**

1. Volleyball;
2. Aerobics;
3. Basketball;
4. Handball.

**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.

**6. With an increase in the level of fitness of an athlete in the training process, the ratio of general and special physical training remains:**

1. At the same level (50:50);
2. General training increases, special training decreases;
3. Special training increases, general training decreases;
4. The annual volume of work increases while maintaining the ratio of general and special training at 50:50.

**7. An individual training schedule at a university may be allowed for an athlete:**

1. 3rd category;
2. 2nd category;
3. Highly qualified athlete,
4. 1st category.

**8. An athlete's annual planning may be presented as:**

1. Regular structure;
2. Complex structure;
3. Regular and complex structure;
4. Regular and cyclical.

**9. The structure of the training process may be:**

1. Regular;
2. Two-peak, three-peak;
3. Multi-peak;
4. All of the above.

**10. Types of training process control:**

1. Stage-by-stage;
2. Current;
3. Operational;
4. Stage-by-stage, current and operational.

## 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.

**The program is compiled in accordance with the requirements of the OC HE RUDN/FSES HE.**

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