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Информация о владельце:

ФИО: Сухинин Александр Александрович

Должность: Проректор по учебно-воспитательной работе

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Ministry of Agriculture of the Russian Federation  
Federal State Budgetary Educational Institution  
higher education

**"Saint Petersburg State University  
veterinary medicine"**



I APPROVE  
Vice-Rector  
for educational and training work  
and youth policy  
A.A. Sukhinin  
April 29, 2024

**Department of Physical Education and Fundamentals of Military Training**

**WORK PROGRAM**

by discipline

**"ELECTIVE COURSES IN PHYSICAL EDUCATION"**

Level of higher education

SPECIALITY

**Specialty 36.05.01- Veterinary science**

Full-time education

Start year of preparation - 2024

Reviewed and accepted  
at a department meeting

April 29, 2024

Protocol No. 11

Head of the Department of Physics  
Doctor of Pedagogical Sciences

A. V. Zhivoderov

Saint Petersburg  
2024

## 1. GOALS AND OBJECTIVES OF THE DISCIPLINE

The purpose of the discipline is: to develop in students the ability to maintain an adequate level of physical fitness to ensure full social and professional activity; to maintain and strengthen health; to provide psychophysical training and self-preparation for future life and professional activity.

Tasks:

a) The general educational objective is to thoroughly familiarize and develop in students an understanding of the social significance of physical education and its role in personal development and preparation for professional activity; understanding of knowledge on the scientific, biological, pedagogical and practical foundations of physical education and a healthy lifestyle; development of a motivational and value-based attitude towards physical education, a focus on a healthy lifestyle, physical improvement and self-development of the habit of regular physical exercise and sports.

b) The applied task consists of students mastering a system of practical skills and abilities that ensure the preservation and strengthening of health, mental well-being, the development and improvement of psychophysical abilities, qualities and personality traits, self-determination in physical education and sports; ensuring general and professional-applied physical fitness that determines the student's psychophysical readiness for a future profession.

c) The special task is to create a basis for students to creatively and methodologically soundly use physical education and sports activities for the purpose of subsequent life and professional achievements.

## 2. LIST OF PLANNED LEARNING OUTCOMES FOR A DISCIPLINE (MODULE) RELATED TO THE PLANNED OUTCOMES OF MASTERING THE EDUCATIONAL PROGRAM

As a result of mastering the discipline, the student is prepared for the following types of activities, in accordance with the educational standard of the Federal State Educational Standard of Higher Education 36.05.01 "Veterinary Science" dated September 22, 2017 No. 974

Field of professional activity:

13 Agriculture

Types of professional activity tasks:

- Medical;
- Expert control;
- Scientific and educational

### Competencies of the student formed as a result of mastering the discipline

Studying the discipline should develop the following competencies:

#### -a) Universal competencies (UC):

- the ability to maintain an adequate level of physical fitness to ensure full social and professional activity (UK-7).

ID - 1UK-7 Know the basic means and methods of physical education

ID - 2UK-7 Be able to select and apply methods and means of physical education to improve basic physical qualities

ID - 3UK-7 To master the methods and means of physical culture to ensure full social and professional development activities

### Planned results of mastering competencies taking into account professional standards

Compet	Competency	Categories	Experience of
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Competence	Competency category	Categories			Experience of activity
		Know	Be able to	To own	
UK-7	Basic skills	Basic means and methods of physical education ID – 1UK-7	Select and apply methods and means of physical education to improve basic physical qualities ID – 2UK-7	Methods and means of physical culture to ensure full social and professional activity. ID – 3UK-7	Personal experience, skills and abilities to improve your functional and motor abilities

### 3. THE PLACE OF DISCIPLINE IN THE STRUCTURE OF OPOP

In accordance with paragraph 2.3. of the Federal State Educational Standard of Higher Education in the field of training 36.05.01 Veterinary Science, approved by the Order of the Ministry of Education and Science of the Russian Federation dated September 22, 2017 N 974, elective courses of discipline (modules) in physical education are implemented within the framework of the compulsory part of Block 1 "Disciplines (modules)" B1.O.38 of the specialist program in the amount of 328 academic hours with final certification (1-3 years, 1-6 semesters).

When teaching the discipline "Physical Education", the knowledge and skills acquired by students while mastering the disciplines of biochemistry, physiology, and life safety are used.

## 4. SCOPE OF THE COURSE "ELECTIVE COURSES IN PHYSICAL EDUCATION"

### 4.1. SCOPE OF THE DISCIPLINE "ELECTIVE COURSES IN PHYSICAL EDUCATION" FOR FULL-TIME EDUCATION

Type of academic work	Total hours	Semesters					
		I	II	III	IV	V	VI
Practical classes (PZ)	328	54	54	54	72	58	36
Type of intermediate assessment (credit)	<i>credit</i>	<i>credit</i>	<i>credit</i>	<i>credit</i>	<i>credit</i>	<i>credit</i>	<i>credit</i>
Total labor intensity, hours for EC on physical education	328	54	54	54	72	58	36

## 5. CONTENTS OF THE DISCIPLINE"ELECTIVE COURSES IN PHYSICAL EDUCATION"

### 5.1. CONTENTS OF THE DISCIPLINE"ELECTIVE COURSES IN PHYSICAL EDUCATION" FOR FULL-TIME EDUCATION

NO.	NAME	COMPETENCIES BEING DEVELOPED	WELL	Types of academic work, including independent work of students and labor intensity (in hours)	
				LECTURE	PRACT. CLASSES
1.	Module #1	UK-7 ID – 1UK-7 ID – 2UK-7 ID – 3UK-7	1		36
	Accelerated movement and athletics				
2.	Module #2	UK-7 ID – 1UK-7 ID – 2UK-7 ID – 3UK-7			18
	Gymnastics and athletic training				
	<b>For 1 semester</b>				<b>54</b>
3.	Module #3	UK-7 ID – 1UK-7 ID – 2UK-7 ID – 3UK-7			26
	Sports and active games				
4.	Module #4	UK-7 ID – 1UK-7 ID – 2UK-7 ID – 3UK-7			28
	Complex classes				
	<b>For the 2nd semester</b>				<b>54</b>
5.	Module #5	UK-7	1		26

		Sports games (basketball), athletics		ID – 1UK-7 ID – 2UK-7 ID – 3UK-7					
6.	Module #6			UK-7 ID – 1UK-7 ID – 2UK-7 ID – 3UK-7				28	
		Complex classes (gymnastics, sports games – volleyball)							
		<b>For 3 semester</b>			2			<b>54</b>	
7.	Module #7			UK-7 ID – 1UK-7 ID – 2UK-7 ID – 3UK-7				40	
		Sports games (volleyball, athletics)							
8.	Module #8			UK-7 ID – 1UK-7 ID – 2UK-7 ID – 3UK-7				32	
		Sports games (basketball), gymnastics							
		<b>For the 4th semester</b>			2			<b>72</b>	
9.	Module #9			UK-7 ID – 1UK-7 ID – 2UK-7 ID – 3UK-7				30	
		Track and field							
10.	Module #10			UK-7 ID – 1UK-7 ID – 2UK-7 ID – 3UK-7				28	
		Sports games (basketball, volleyball)							
		<b>For the 5th semester</b>			3			<b>58</b>	

11.	Module #11	UK-7 ID – 1UK-7 ID – 2UK-7 ID – 3UK-7			36
	Professional and applied physical training				
	<b>For the 6th semester</b>		3		<b>36</b>
	<b>TOTAL for the elective course</b>				<b>328</b>

### Practical section

Item No.	Section of discipline	Practical classes
	<b>1st semester</b>	
	<b>Module #1</b>	<b>36</b>
	<b>Section 1. (Accelerated movement and athletics)</b>	
1.	Development of the physical quality of speed. Teaching and improving short distance running techniques.	4
2.	Development of the physical quality of speed. Training and improvement of straight line running technique. Improving short distance running.	4
3.	Developing speed endurance. Teaching middle-distance running techniques. High start techniques. Teaching long jumps from a standing position.	6
4.	Development of speed-strength qualities. Improvement of middle-distance running technique. Teaching of running technique on a bend.	6
5.	Developing endurance. Teaching long distance running techniques.	6
6.	Development of speed endurance. Improvement of running at various distances.	6
7.	Improving short distance running. Learning the technique of shuttle running 4x10 m.	4
	Total for section 1:	36
	<b>Module #2</b>	<b>18</b>
	<b>Section 2. (gymnastics, strength training)</b>	

1.	General physical training. Strength and flexibility development. Exercises on the wall bars. Pull-up training on the horizontal bar.	2
3.	General development exercises. Teaching how to bend and straighten your arms in a prone position.	4
6.	General development exercises. Holding an angle in a hang and support Pull-ups (men's); Low Bar Pull-Ups (Women)	4
7.	General development exercises. Exercises for two. Preparation for completing credit exercises.	4
8.	General development exercises.	4
	Total for section 2:	18
	<b>For 1 semester</b>	<b>54</b>
	<b>2nd semester</b>	
	<b>Module #3</b>	<b>26</b>
	<b>Section 3. (sports and active games)</b>	
1.	Improving the technique of gymnastic exercises. Teaching volleyball technique. Outdoor game.	2
2.	Learning the techniques of movement, stopping, turning, and stances in volleyball.	4
3.	Learning and improving how to catch and pass the ball from above with both hands and from below.	2
4.	Learning and improving the technique of passing the ball in volleyball.	2
5.	Improving the technique of juggling by passing the ball overhead.	4
6.	Improving defensive techniques in volleyball.	4
7.	Mastering the game and comprehensive development of psychomotor abilities. Outdoor games.	4
8.	Fulfillment of standards for qualifying exercises in volleyball	4
	Total for section 3:	26
	<b>Module #4</b>	<b>28</b>
	<b>Section 4. (sports games (volleyball), athletics)</b>	
1.	Development of special endurance. Teaching distance running techniques. Two-way volleyball game.	4
2.	General physical training. Teaching the technique of running in a straight line. Two-way volleyball game.	4
3.	Teaching short distance running techniques. Two-way volleyball game.	4



4.	General physical training. Development of speed-strength endurance. Two-way volleyball game.	4
5.	Preparation for the performance of the test standard in short-distance running. Two-way volleyball game.	2
6.	Fulfillment of qualifying standards for short-distance running.	4
7.	Preparation for the performance of the test standards for running medium and long distances. Two-way volleyball game.	4
8.	Achieving qualifying standards for middle and long distance running.	2
	Total for section 4:	28
	<b>For the 2nd semester</b>	<b>54</b>
	<b>3rd semester</b>	
	<b>Module #5</b>	<b>26</b>
	<b>Section 5. (Athletics)</b>	
1.	Development of speed endurance. Special running exercises. Preparation for participation in track and field competitions.	4
2.	Improving short distance running technique.	2
3.	Improving the technique of running in a straight line.	4
4.	Control of the level of development of the physical quality of speed. Fulfilment of control standards in short-distance running.	2
5.	Improving the technique of running on a bend. Training in running for middle distances.	4
6.	Improving the technique of running on a bend. Training in long-distance running.	4
7.	Control of the level of development of the physical quality of endurance. Fulfilment of control standards in running for middle and long distances.	2
8.	Teaching long jump from a standing position and shuttle run.	2
9.	Training for long jump from a standing position and shuttle run.	2
	Total for section 5:	26
	<b>Module #6</b>	<b>28</b>
	<b>Section 6. (Complex classes)</b>	
1.	Circuit training for developing strength endurance. Improving the technique of volleyball elements, game.	2

2.	General development exercises, improving the technique of volleyball elements, game.	2
3.	Exercises for developing physical qualities of strength, flexibility. Improving the technique of volleyball elements, the game.	4
4.	Teaching the technique of performing the pull-up exercise on the horizontal bar. Improving the tactical and technical actions of playing volleyball.	4
5.	Strength training. Exercises for the development of abdominal and back muscles. Two-way volleyball game.	4
6.	General physical training. Development of speed endurance. Exercises with a gymnastic skipping rope. Two-way volleyball game.	4
7.	General development exercises. Teaching how to bend and straighten your arms in a prone position. Improving tactical and technical actions in playing basketball.	4
8.	General development exercises. Holding an angle in a hang and support Pull-ups (men's); Low Bar Pull-Ups (Women) Improving tactical and technical actions in the game of basketball.	4
	Total for section 6:	28
	<b>For 3 semester</b>	<b>54</b>
	<b>4th semester</b>	
	<b>Module #7</b>	<b>40</b>
	<b>Section 7. (Sports games)</b>	
1.	Improving the performance of tactical and technical actions in volleyball.	8
2.	Improving the technique of serving the ball (upper straight, lower straight and side serve). Playing volleyball.	8
3.	General physical training. Development of jumping ability, jumps, multiple jumps. Studying and improving the technique of passing the ball while standing still and in motion. Playing basketball.	8
4.	General physical training. Development of speed-strength qualities. Study and improvement of ball handling while standing still and in motion. Playing basketball.	8
5.	Improving tactical and technical actions in the game of basketball.	8
	Total for section 7:	40
	<b>Section 8. (Athletics)</b>	<b>32</b>
	<b>Module #8</b>	

1.	Development of speed endurance. Special running exercises. Preparation for participation in track and field competitions.	6
2.	Improving short distance running technique.	6
3.	Improving the technique of running in a straight line.	4
4.	Control of the level of development of the physical quality of speed. Fulfilment of control standards in short-distance running.	4
5.	Improving the technique of running on a bend. Training in running for middle distances.	6
6.	Improving the technique of running on a bend. Training in long-distance running.	6
	Total for section #8	32
	<b>For the 4th semester</b>	<b>72</b>
	<b>5th semester</b>	
	<b>Module #9</b>	<b>30</b>
	<b>Section 9. (Athletics)</b>	
1.	Development of speed endurance. Special running exercises. Preparation for participation in track and field competitions.	4
2.	Improving sprinting technique. 1. Running 100 m, 400m (men, women)	4
3.	Improving the technique of long-distance running. 1. Running 3000 m (husband.) 2. Running 2000 m (female)	6
4.	Developing endurance.	4
5.	Development of speed-strength abilities.	4
6.	Developing speed abilities.	4
7.	Improving the technique of long jump with a running start. Running 100 m (male, female)	4
	Total for section 9:	30
	<b>Module #10</b>	<b>28</b>
	<b>Section 7. Sports games (basketball, volleyball)</b>	
1.	Improving the performance of tactical and technical actions in volleyball.	2

2.	Improving the technique of serving the ball (upper straight, lower straight and side serve). Playing volleyball.	4
3.	General physical training. Development of jumping ability, jumps, multiple jumps. Studying and improving the technique of passing the ball while standing still and in motion. Playing basketball.	4
4.	General physical training. Development of speed-strength qualities. Study and improvement of ball handling while standing still and in motion. Playing basketball.	4
5.	General physical training. Speed development. Shuttle run. Learning and improving throws into the basket on the move and in place. Playing basketball.	4
6.	Improving tactical and technical actions in the game of basketball.	2
7.	Performing physical exercises to develop physical qualities in sports games. Two-way games.	4
8.	Complex training of physical qualities in sports games. Two-way game.	4
	Total for section 10:	28
	<b>For the 5th semester</b>	<b>58</b>
	<b>6th semester</b>	
	<b>Module #11</b>	<b>36</b>
	<b>Section 11. (Professional and applied physical training)</b>	
1.	Improving speed and strength qualities. Training in long jumps from a place and shuttle run 4x10 m. Sports games with simplified rules.	4
2.	Improving the physical quality of strength. Holding an angle in a hang and support Pull-ups (men's): on a low bar (female). Sports and active games.	4
3.	Improving coordination skills. Performing self-protection techniques when falling in sports games. Two-way volleyball game.	2
4.	Improving coordination skills. Performing self-protection techniques when falling in sports games. Exercises for two. Two-way basketball game.	4
5.	Preparation for testing the level of development of speed-strength abilities. Training in performing a standing long jump, shuttle run 4x10 m, pull-ups on a horizontal bar and bending and unbending arms in a prone position. Two-way games with simplified rules.	4
6.	Control of the level of development of speed and strength. Two-way active games.	2

7.	Speed development. Improving short-distance running. Low start. Outdoor games.	2
8.	Development of speed and strength qualities. Improvement of middle-distance running technique. Low and high start. Outdoor games.	2
9.	Endurance development. Improving long-distance running techniques, running in a straight line and on a bend. Sports games.	2
11.	Endurance development. Improving long-distance running techniques. Improving high start techniques. Sports games.	4
12.	Strength development. Improving long jump technique. Improving short-distance running technique. Relay races.	2
13.	Development of speed-strength qualities. Improvement of running technique. Improvement of long jump technique.	2
14.	General development exercises.	2
	Total for section 11:	36
	<b>For the 6th semester</b>	<b>36</b>
	<b>TOTAL:</b>	<b>328</b>

## **6. LIST OF EDUCATIONAL AND METHODOLOGICAL SUPPORT FOR INDEPENDENT WORK OF STUDENTS IN THE DISCIPLINE**

### **6.1. Methodological recommendations for independent work**

1. Zharinov N.M., Levin M.Ya., Zharinova E.N. Methodical recommendations for students of universities of the agro-industrial complex for independent studies in physical education. - St. Petersburg, St. Petersburg State Academy of Veterinary Medicine, 2015. 54 p.

2. Sedochenko S.V. Physical recreation: a teaching aid[**Electronic resource**]/ S. V. Sedochenko. - Voronezh: VGIFK, 2019. - 70 p. - Text: electronic // Lan: electronic library system. - URL: <https://e.lanbook.com/book/40376> (date accessed: 24.06.2022). - Access mode: for authorized users.

3. Semenov, L. A. Introduction to research activities in the field of physical education and sports: a teaching aid[**Electronic resource**]/ L. A. Semenov. - 2nd ed., reprinted. - St. Petersburg: Lan, 2019. - 200 p. - ISBN 978-5-8114-4406-9. - Text: electronic // Lan: electronic library system. - URL: <https://e.lanbook.com/book/125731> (date accessed: 24.06.2022). - Access mode: for authorized users.

### **6.2. Literature for independent work**

1. Levin M. Ya., Borisevich S. A., Popova O. M., Zharinov N. M. Physical Education and Sports (lecture course for bachelor students): textbook. manual. - Tyumen: GAUSZ, 2013. - 215 p.

2. Zharinov N.M., Zharinova E.N., Kruglov S.G. Lecture course on the subject "Physical Education" at the St. Petersburg State Academy of Veterinary Medicine - SPb.: SPbGAVM, 2014 - 150 p.

3. Levin M.Ya., Borisevich S.A., Afanasyeva I.A. Theoretical foundations of the program on the discipline "Physical Education" for higher educational institutions. Tyumen: Publishing house "IPK TGSKhA", 2010. - 445 p.

4. Independent physical exercise: A teaching aid. Lutchenko N.G., Shchegolev V.A., Volkov V.Yu., et al.: - St. Petersburg: St. Petersburg State Technical University, 2010.

## **7. LIST OF BASIC AND ADDITIONAL LITERATURE REQUIRED FOR MASTERING THE DISCIPLINE**

### **a) main literature:**

1. Levin M. Ya., Borisevich S. A., Popova O. M., Zharinov N. M. Physical Education and Sports (lecture course for bachelor students): teaching aid. - Tyumen: GAUSZ, 2013. - 215 p.

2. Zharinov N.M., Zharinova E.N., Kruglov S.G. Lecture course on the subject "Physical Education" at the St. Petersburg State Academy of Veterinary Medicine - SPb.: SPbGAVM, 2014 - 150 p.

3. Levin M.Ya., Borisevich S.A., Afanasyeva I.A. Theoretical foundations of the program for the discipline "Physical Education" for higher educational institutions. Tyumen: Publishing house "IPK TGSKhA", 2010. - 445 p.

4. Physical education: teaching aid[**Electronic resource**]/ E. I. Sorokina, T. I. Shishkina, M. A. Babenko, E. G. Chernochub. - Novosibirsk: SSUPS, 2020. - 114 p. - ISBN 978-5-6043858-3-8. - Text: electronic // Lan: electronic library system. - URL: <https://e.lanbook.com/book/164631> (date accessed: 06/24/2022). - Access mode: for authorized users.

5. Pozhidaev, V. P. Physical education: methodological recommendations[**Electronic resource**]/ V. P. Pozhidaev. - Tver: Tver State Agricultural Academy, 2019. - 26 p. - Text: electronic // Lan: electronic library system. - URL: <https://e.lanbook.com/book/134200> (date of access: 06/24/2022). - Access mode: for authorized users.

### **b) additional literature:**

1. Independent physical exercise: A teaching aid. Lutchenko N.G., Shchegolev V.A., Volkov V.Yu., et al.: - St. Petersburg: St. Petersburg State Technical University, 2010.

2. Journal "Theory and Practice of Physical Culture".

3. Magazine "Physical Culture: Upbringing, Education, Training"
4. Belotserkovsky, Z.B. Cardiac activity and functional fitness in athletes (norm and atypical changes in normal and altered conditions of adaptation to physical activity)[**Electronic resource**]: Lan, 2019. – 548 p. – ISBN 978-5-8114-4358-1. – Text: electronic // Lan: electronic library system. - URL:<https://e.lanbook.com/book/121480>(date accessed: 24.06.2022). – Access mode: for authorized users.

## **8. LIST OF RESOURCES OF THE INFORMATION AND TELECOMMUNICATION NETWORK "INTERNET" NECESSARY FOR MASTERING THE DISCIPLINE**

To prepare for practical classes and complete independent work, students can use the following Internet resources:

Electronic library systems:

1. Electronic resources of SPbGUVU-<http://ebs.spbguvu.ru/MarcWeb2/Default.asp>
2. Lan (access mode:<http://www.spbguvu.ru/ebs-izdatelstva-lan.html>, free access from any registered computer of the academy).
3. Scientific Electronic Library [www.eLIBRARY.RU](http://www.eLIBRARY.RU)
4. Electronic Library System "Student Consultant"
5. Reference and legal system "ConsultantPlus"
6. University information system "RUSSIA"
7. Russian Scientific Network
8. Electronic library system IQlib
9. Web of Science database of international scientific citation indices

## **8. LIST OF RESOURCES OF THE INFORMATION AND TELECOMMUNICATION NETWORK "INTERNET" NECESSARY FOR MASTERING THE DISCIPLINE**

To prepare for practical classes and complete independent work, students can use the following Internet resources:

Electronic library systems:

1. EBS "SPbGUVU"
2. EBS "Publishing House "Lan"
3. Electronic Library System "Student Consultant"
4. Reference and legal system "ConsultantPlus"
5. University information system "RUSSIA"
6. Full-text database POLPRED.COM
7. Scientific Electronic Library [www.eLIBRARY.RU](http://www.eLIBRARY.RU)
8. Russian Scientific Network
9. Electronic library system IQlib
10. Web of Science database of international scientific citation indices
10. Electronic books from Prospect Nauki Publishing House <http://prospektnauki.ru/ebooks/>

## **9. METHODOLOGICAL INSTRUCTIONS FOR STUDENTS ON MASTERING THE DISCIPLINE "ELECTIVE COURSES IN PHYSICAL EDUCATION"**

Methodological recommendations for students are a set of recommendations and explanations that allow the student to optimally organize the process of studying a given discipline. The content of methodological recommendations, as a rule, may include:

- Advice on planning and organizing the time needed to study the subject. Description of the sequence of student actions, or "scenario for studying the subject."

Morning time is the most productive for study work (from 8-14 hours), then afternoon time (from 16-19 hours) and evening time (from 20-24 hours). The most difficult material is recommended for study at the beginning of each time interval after rest. After 1.5 hours of work, a break is necessary (10-15 minutes), after 4 hours of work, the break should be 1 hour. Part of the scientific organization of work is mastering the technique of mental work. Normally, a student should devote about 10 hours a day to studying (6 hours at the university, 4 hours at home).

- Recommendations for working with literature.

Working with literature is an important stage of a student's independent work on mastering a subject, which contributes not only to consolidating knowledge, but also to broadening one's horizons, mental abilities, memory, ability to think, express and confirm one's hypotheses and ideas. In addition, the skills of scientific research work, necessary in further professional activity, are developed.

- Explanations regarding working with test materials for the course, recommendations for completing homework.

Testing is a check that allows you to determine whether the actual behavior of the program corresponds to the expected behavior by performing a specially selected set of tests. A test is the execution of certain conditions and actions necessary to check the operation of the tested function or part of it. Each question in the discipline must be answered correctly by choosing one option.

## 10. EDUCATIONAL WORK

As part of the implementation of the discipline, educational work is carried out to form a modern scientific worldview and a system of basic values, the formation and development of spiritual and moral, civic and patriotic values, a system of aesthetic and ethical knowledge and values, attitudes of tolerant consciousness in society, the formation of students' need for work as the first vital necessity, the highest value and the main way to achieve success in life, for the awareness of the social significance of their future profession.

## 11. LIST OF INFORMATION TECHNOLOGIES USED IN THE IMPLEMENTATION OF THE EDUCATIONAL PROCESS

### 11.1. The educational process for this discipline includes the use of information technologies:

- giving lectures using slide presentations;
- interaction with students via e-mail.

-joint work in the Electronic information and educational environment of St. Petersburg State University of Medicine: <https://spbguvvm.ru/academy/eios/>

### 11.2. Software:

#### List of licensed and freely distributed software, including domestically produced

Item No.	Name of technical and computer training aids recommended for sections and topics of the program	License
1	MS PowerPoint	67580828
2	LibreOffice	free software
3	OS Alt Education 8	AAO.0022.00
4	ABIS "MARK-SQL"	02102014155
5	MS Windows 10	67580828
6	ConsultantPlus System	503/KI.
7	Android OS	free software

## 12. MATERIAL AND TECHNICAL BASE NECESSARY FOR THE IMPLEMENTATION OF THE EDUCATIONAL PROCESS IN THE DISCIPLINE



No.	Name of the sports facility	dimensions/area	Location
1.	Sports hall	21 x 9.6 m S=201.6 sq.m	st. Chernigovskaya, 5
2.	Teaching	4.35 x 2.7m 11, 7 sq.m.	st. Chernigovskaya, 5
3.	Student locker room	3.5 x 2.3 m S=8.05 sq.m	st. Chernigovskaya, 5
4.	Student locker room	3.3 x 3.4 m S=11.2 sq.m	st. Chernigovskaya, 5
5.	Storage room for sports equipment in the staff room	2.7 x 2.35 m S=6.3 sq.m	st. Chernigovskaya, 5
6.	Storage room for sports equipment in the professor's room	3.1 x 3.7 m S=12.9 sq.m	st. Chernigovskaya, 5
7.	Professorial	11.06 x 3.7 m S=41.0 sq.m	st. Chernigovskaya, 5
8.	Head of Department's Office	3.1 x 5.3 m S=16.4 sq.m	st. Chernigovskaya, 5
10.	Hall	3.2 x 5.2 m S=16.6 sq.m	st. Chernigovskaya, 5
<b>Total on Chernigovskaya st., 5</b>		<b>Total S 325.7 sq.m.</b>	st. Chernigovskaya, 5
11.	Gym	11 x 4.7 m S=51.7 sq.m	Dormitory No. 5 St. Oleko Dundicha 5
12.	Aerobics room	S=85.4 sq.m	Dormitory No. 5 St. Oleko Dundicha 5
13.	The hall for classes of the special medical department	10.8 x 6.7 m S=72.3 sq.m	Dormitory No. 5 St. Oleko Dundicha 5
14.	Table tennis hall	11 x 4.5 m S=49.0 sq.m	Dormitory No. 5 St. Oleko Dundicha 5
<b>Total on Oleko Dundich st., 5</b>		<b>Total S 173.0 sq.m.</b>	Dormitory No. 5 St. Oleko Dundicha 5
<b>Total for SPbGUV</b>		<b>498.7 sq.m</b>	

### 12.1. Characteristics of the educational and sports base

#### **Chernigovskaya st., house 5:**

- sports hall – 201.6 sq.m., multi-purpose (full set of sports equipment and gear for team sports, gymnastics and general physical training, 3 tennis tables);
- sanitary and hygienic rooms (for students and teachers), a methods room, a teachers' room, a professor's room, and the head of department's office).
- student changing rooms;
- stands providing visual and methodological information.

#### **Oleko Dundich st., building 5, student dormitory**

- gym – 51.7 sq.m., complete with sports equipment (exercise machines, dumbbells, barbell). Utility rooms for students and teachers.
- a sports hall – 85.4 sq.m., specialized for musical and rhythmic education (a set of sports equipment and gear: fitballs, skipping ropes, gymnastic sticks, sports training equipment of various types, dumbbells and other equipment);
- a hall with a soft surface for martial arts: taekwondo, karate.
- a sports hall – 72.3 sq.m., for classes in the special medical department;
- table tennis room – 49.0 sq.m.
- sanitary and hygienic rooms (for students and teachers), a methods room, a teachers' room, the head of the department's office, and a sports club office).

#### **Open sports grounds under contract free of charge:**

**Malaya Balkanskaya st. building 36. building 3.** GState budgetary educational institution secondary comprehensive school No. 312 (abbreviated GBOU SOSH No. 312)

- sports and physical education facilities (stadium with artificial turf and sports grounds)

**Moskovsky Ave. 102.** State budgetary institution "Sports center "Physical education and health" sports and physical education base

- a stadium with artificial turf and sports grounds.

**Moskovsky pr.150 FOK "Volna"**

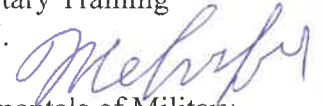
- sports hall -- 340 sq.m., multi-purpose with a complex of sanitary and hygienic and auxiliary facilities (a set of sports equipment and equipment for team sports and general physical training).

- General physical training gym, 15 exercise machines
- swimming pool 25 meters;
- stands providing visual and methodological information.

Appendix 1 on \_\_\_\_\_ l.

**The work program was compiled by:**

Head of the Department of Physical Education and Fundamentals of Military Training  
Candidate of Pedagogical Sciences, Associate Professor Zhivoderov A.V.



Associate Professor of the Department of Physical Education and Fundamentals of Military Training

Candidate of Psychological Sciences, Associate Professor Zharinova E.N.



**Reviewers:**

Associate Professor of the Department of Physical Education and Fundamentals of Military Training

Candidate of Pedagogical Sciences, Associate Professor Tsyganov A.V.



(review attached)

Associate Professor of the Department of Physical Education and Sports

Saint Petersburg State University

aerospace instrumentation

Candidate of Pedagogical Sciences, Associate Professor Plotnikova S.S.

(review attached)

Ministry of Agriculture of the Russian Federation  
Federal State Budgetary Educational Institution  
higher education  
**"Saint Petersburg State University  
veterinary medicine"**

**Department of Physical Education and Fundamentals of Military Training**

**ASSESSMENT TOOLS FUND**

**Current monitoring/interim assessment of students in mastering the basic  
educational program of higher education, implementing the Federal State  
Educational Standard of Higher Education**

by discipline  
**"PHYSICAL CULTURE"**  
Level of higher education  
SPECIALITY  
**Specialty 36.05.01 Veterinary science**  
Full-time, part-time, correspondence forms of study  
  
Start year of preparation - 2024

# 1. PASSPORT OF THE ASSESSMENT MEANS FUND (FULL-TIME STUDY)

Table 1

No.	Formable competencies	Controlled sections (topics) disciplines	Evaluation tool
1.	ID – 1UK-7	<b>Section 1.</b> Topic 1.1 History of physical education and sports	Testing
		<b>Section 2.</b> Topic 2.1. Development of motor skills. Features of development of physical quality of strength Topic 2.1. Development of motor skills. Features of development of physical quality of strength Topic 2.2 Development of motor skills. Features of development of physical quality endurance Topic 2.3 Development of motor skills. Features of development of physical quality speed Topic 2.4 Development of motor skills. Features of development of physical skills: agility, flexibility	Testing
		<b>Section 3.</b> Topic 3.1 Basics of self-control in physical education and sports Topic 3.2 Healthy lifestyle. Harm of smoking and alcoholism Topic 3.3 Hygiene of physical culture and sports	Testing
		<b>Section 4.</b> Topic 4.1. Anthropometric studies Topic 4.2. Assessment of the functional state of students Topic 4.3. Assessment of students' physical fitness	Practical control
		<b>Section 5.</b> Topic 5.1. Means and methods of developing speed Topic 5.2. Means and methods of developing strength abilities Topic 5.3. Means and methods of developing endurance	Practical control
2.	ID – 2UK-7	<b>Section 2.</b> Topic 2.1. Development of motor skills. Features of development of physical quality of strength Topic 2.2 Development of motor skills. Features of development of physical quality endurance Topic 2.3 Development of motor skills. Features of development of physical quality speed Topic 2.4 Development of motor skills. Features of development of physical skills: agility, flexibility	Testing

		<b>Section 3.</b> Topic 3.1 Basics of self-control in physical education and sports Topic 3.2 Healthy lifestyle. Harm of smoking and alcoholism Topic 3.3 Hygiene of physical culture and sports	Testing
		<b>Section 4.</b> Topic 4.1. Anthropometric studies Topic 4.2. Assessment of the functional state of students Topic 4.3. Assessment of students' physical fitness	Practical control
		<b>Section 5.</b> Topic 5.1. Means and methods of developing speed Topic 5.2. Means and methods of developing strength abilities Topic 5.3. Means and methods of developing endurance	Practical control
3.	ID – 3UK-7	<b>Section 2.</b> Topic 2.1. Development of motor skills. Features of development of physical quality of strength Topic 2.2 Development of motor skills. Features of development of physical quality endurance Topic 2.3 Development of motor skills. Features of development of physical quality speed Topic 2.4 Development of motor skills. Features of development of physical skills: agility, flexibility	Testing
		<b>Section 3.</b> Topic 3.1 Basics of self-control in physical education and sports	Testing

**PASSPORT OF THE ASSESSMENT MEANS FUND  
(FULL-TIME AND CORRESPONDENCE EDUCATION)**

Table 2

No.	Formable competencies	Controlled sections (topics) disciplines	Evaluation tool
1.	ID – 1UK-7	<b>Section 1.</b> Topic 1.1 History of physical education and sports	Testing
		<b>Section 2.</b> Topic 2.1. Development of motor skills. Features of development of physical quality of strength Topic 2.1. Development of motor skills. Features of development of physical quality of strength Topic 2.2 Development of motor skills. Features of development of physical quality endurance Topic 2.3 Development of motor skills. Features of development of physical quality speed Topic 2.4 Development of motor skills. Features of development of physical skills: agility, flexibility	Testing
		<b>Section 3.</b> Topic 3.1 Basics of self-control in physical education and sports	Testing
		<b>Section 4.</b> Topic 4.1. Anthropometric studies Topic 4.2. Assessment of the functional state of students Topic 4.3. Assessment of students' physical fitness	Practical control
		<b>Section 5.</b> Topic 5.1. Means and methods of developing endurance and speed Topic 5.2. Means and methods of developing strength abilities Topic 5.3. Means and methods of developing flexibility and agility	Practical control
2.	ID – 2UK-7	<b>Section 2.</b> Topic 2.1. Development of motor skills. Features of development of physical quality of strength Topic 2.2 Development of motor skills. Features of development of physical quality endurance Topic 2.3 Development of motor skills. Features of development of physical quality speed Topic 2.4 Development of motor skills. Features of development of physical skills: agility, flexibility	Testing
		<b>Section 3.</b> Topic 3.1 Basics of self-control in physical education and sports	Testing

		<b>Section 4.</b> Topic 4.1. Anthropometric studies Topic 4.2. Assessment of the functional state of students Topic 4.3. Assessment of students' physical fitness	Practical control
		<b>Section 5.</b> Topic 5.1. Means and methods of developing endurance and speed Topic 5.2. Means and methods of developing strength abilities Topic 5.3. Means and methods of developing flexibility and agility	Practical control
	3.	<b>Section 2.</b> Topic 2.1. Development of motor skills. Features of development of physical quality of strength Topic 2.2 Development of motor skills. Features of development of physical quality endurance Topic 2.3 Development of motor skills. Features of development of physical quality speed Topic 2.4 Development of motor skills. Features of development of physical skills: agility, flexibility	Testing
	ID – 3UK-7	<b>Section 3.</b> Topic 3.1 Basics of self-control in physical education and sports	Testing

**PASSPORT OF THE ASSESSMENT MEANS FUND  
(CORRESPONDENCE EDUCATION)**

Table 3

No.	Formable competencies	Controlled sections (topics) disciplines	Evaluation tool
1.	ID – 1, 2, 3 UK-7	<b>Section 1.</b> Topic 1.1 History of physical education and sports	Testing
		<b>Section 2.</b> Topic 2.1. Development of motor skills. Features of development of physical skills: strength, endurance, speed, flexibility, agility	Testing

**Approximate list of assessment tools**  
(Full-time, part-time and part-time forms of study)

**Table 4**

No.	Name evaluation tool	Brief description of the assessment tool	Presentation of the valuation tool in the fund
1.	Testing	The process of identifying errors and determining the level of knowledge based on a set of tests selected in a specific way	Tests on topics/sections of the discipline
2.	Practical control	Formation of practical skills and abilities	Personal practical implementation

**Approximate list of assessment tools**  
(Correspondence course)

**Table 5**

No.	Name evaluation tool	Brief description of the assessment tool	Presentation of the valuation tool in the fund
1.	Testing	The process of identifying errors and determining the level of knowledge based on a set of tests selected in a specific way	Tests on topics/sections of the discipline



## 2. INDICATORS AND CRITERIA FOR ASSESSING COMPETENCIES AT VARIOUS STAGES OF THEIR FORMATION, DESCRIPTION OF ASSESSMENT SCALES

(full-time, part-time, correspondence forms of education)

**Table 6**

Planned results of mastering the competence	Level of mastery				Evaluation tool
	Unsatisfactory	Satisfactorily	Fine	Great	
Uk - 7 Ability to maintain an adequate level of physical fitness to ensure full social and professional activity					
ID - 1UK-7 Know the basic means and methods of physical education	The level of knowledge is below the minimum requirements, there were gross errors	Minimum acceptable level of knowledge, many minor errors were made	Level of knowledge in volume, in accordance with the training program, several minor errors were made	Level of knowledge in volume, corresponding to the training program, without errors	Testing
ID - 2UK-7 Be able to select and apply methods and means of physical education to improve basic physical qualities	The level of knowledge is below the minimum requirements, there were gross errors	Minimum acceptable level of knowledge, many minor errors were made	Level of knowledge in volume, in accordance with the training program, several minor errors were made	Level of knowledge in volume, corresponding to the training program, without errors	Testing Practical control
ID - 3UK-7 Master the methods and means of physical education to ensure full social and professional activity	The level of knowledge is below the minimum requirements, there were gross errors	Minimum acceptable level of knowledge, many minor errors were made	Level of knowledge in volume, in accordance with the training program, several minor errors were made	Level of knowledge in volume, corresponding to the training program, without errors	Testing Practical control

# LIST OF TEST TASKS AND OTHER MATERIALS REQUIRED FOR ASSESSING KNOWLEDGE, ABILITIES, SKILLS AND EXPERIENCE

## Typical tasks for current monitoring of academic performance (full-time education)

### Questions for testing

ID - 1UK-7 Know the basic means and methods of physical education

ID - 2UK-7 Be able to select and apply methods and means of physical education to improve basic physical qualities

ID - 3UK-7 Master the methods and means of physical education to ensure full social and professional activity

**Section 1.** Topic 1.1 History of physical education and sports:

No.	Tests
1.	<b>The main form of military-physical training of feudal lords was:</b> a) fist fights. b) dancing. <b>c) knightly tournaments.</b> d) hunting competitions.
2.	<b>In what year were the first ever Olympic Games held?</b> a) 224 BC <b>b) 776 BC</b> c) 996 BC d) 556 BC
3.	<b>In which country did football originate?</b> a) England b) Greece <b>c) China</b> d) America
4.	<b>Who revived the tradition of holding the Olympic Games?</b> a) Johann Heinrich Pestalozzi b) John Locke <b>c) Pierre de Coubertin</b> d) Jean Jacques Rousseau
5.	<b>How can the Olympic motto "Citius, altius, fortius" be translated?</b> <b>a) Faster, higher, stronger</b> b) Peace, friendship, sports c) Endurance, strength, speed d) Participation, victory, justice
6.	<b>Which of the following does not relate to the ideas of Olympism?</b> a) the use of sport and sporting activities in the struggle for peace and peaceful coexistence.

	<p>- from the contractile properties of muscle fibers. There are several types of muscle fibers, differing in the strength and speed of contraction, and resistance to fatigue. Red, or slow, fibers are characterized by insignificant strength, but are resistant to fatigue. Intermediate and white, or fast, fibers are capable of developing significant tension, but quickly become tired.</p>
5.	<p><b>Types of muscle fibers?</b></p> <p><u>"Slow" (red) muscle fibers</u></p> <p>These are small diameter fibers that use the oxidation of carbohydrates and fatty acids to obtain energy (aerobic energy production system).</p> <p><u>"Fast" (white) muscle fibers</u></p> <p>Fast fibers are larger in diameter than red fibers. They use mainly glycolysis (anaerobic - without oxygen - energy production system) to obtain energy. Fast fibers have less myoglobin, so they look whiter.</p>
6.	<p><b>What specific nutrients does a person need for constant metabolism and physical activity?</b></p> <p>-Proteins;</p> <p>- Fats;</p> <p>- Carbohydrates.</p>
7.	<p><b>What is the normal daily protein intake?</b></p> <p>The normal daily protein intake from food is 1-1.2 g per 1 kg of weight, and when training with weights, approximately 2 g per kilogram of the person's weight.</p> <p>For example, if you weigh 70 kg, you should consume at least 140 g of protein per day for full muscle growth.</p>
8.	<p><b>Where and in what quantities are carbohydrates stored as glycogen in the human body?</b></p> <p>In the muscles and liver, carbohydrates accumulate in the form of glycogen in an average amount of 120 g.</p>
9.	<p><b>How many kilocalories does 1 gram of fat provide when broken down?</b></p> <p>1 g of fat when oxidized gives 9.3 kcal</p>
10.	<p><b>Groups of vitamin division varieties? How many are there? What are they?</b></p> <p>Currently, more than 20 vitamins are known. Many of them have been well studied and their requirements have been established depending on a person's age.</p> <p>All vitamins are divided into two groups: water-soluble (C, P, B vitamins) and fat-soluble (A, D, E, K).</p>

Topic 2.2 Development of motor skills. Features of development of physical quality endurance

No.	Control questions
1.	Is this endurance?

	Endurance— is a physical ability (quality) of a person, expressed in the ability to resist physical fatigue in the process of muscular activity.
2.	<b>What is the uniform continuous method?</b> Uniform continuous method consists of a single, uniform performance of low and moderate intensity exercises lasting from 15-30 minutes to 1-3 hours.
3.	<b>In a calm state, how many liters of blood does the heart pump per minute in an average person?</b> In one minute, the heart pumps 6 liters of blood at 75 contractions per minute (average).
4.	<b>How much blood can an advanced athlete's heart pump under load?</b> When running at 120 beats per minute, the heart pumps 12 liters. This is the volume that the heart of an ordinary person pumps, and the heart of an advanced athlete can pump from 25 to 40 liters of blood per minute.
5.	<b>The load at which the amplitude of the heart's work is maximum?</b> At a load of 60% of your maximum, the amplitude of the heart's work is at its maximum.
6.	<b>How much? does cold air contain more oxygen than warm air?</b> Cold air contains 30% more oxygen than warm air.
7.	<b>Is this foot pronation?</b> Pronation is the way your feet strike the ground while running or walking.
8.	<b>Is this underpronation of the foot?</b> If you fall onto the inside of your foot when you walk or run, you have overpronation.

Topic 2.3 Development of motor skills. Features of development of physical quality speed

No.	Control questions
1.	Is this fast? <b>Speed is a person's ability that enables him to perform motor actions in the minimum amount of time given the given conditions.</b>
2.	What is the repetitive method? <b>Repeated method— is reduced to performing exercises at near-maximum or maximum speed. Tasks should be performed in response to a signal (mainly visual) and to the speed of individual movements. The duration of the task is such that maximum speed is maintained (usually 5-10 sec.). The rest interval between exercises should ensure the greatest readiness for work (30 sec. – 5 min. Depending on the nature of the exercises and the athlete's condition).</b>

3.	<p>What is the average running speed of a healthy adult?</p> <p><b>The average running speed of a person can be up to 40 km/h over short distances. Average running speed of a person is the average speed at which a person runs a certain distance.</b></p>
4.	<p>Age period of speed development?</p> <p><b>The period of speed development is 11–14 years: at this age the most significant rates of speed growth are observed.</b></p>
5.	<p><b>What are the benefits of barefoot running?</b></p> <p>The benefits of barefoot running are obvious:</p> <ul style="list-style-type: none"> <li>- a natural skill of running correctly is developed, with emphasis on the front part of the foot, and not on the heel;</li> <li>- the foot is massaged during contact with the ground, which has a positive effect on the overall health of the body;</li> <li>- running without shoes correctly develops the musculoskeletal system.</li> </ul>
6.	<p><b>The first running spikes, year of invention?</b></p> <p>The first running spikes were developed in 1852, before the advent of special running surfaces. They helped to run on the ground. They were made by Joseph William Foster, the founder of the Reebok company. The top of the spikes was sewn from kangaroo skin, and 6 spikes were inserted into the sole.</p>
7.	<p><b>Why do black athletes run faster than white athletes?</b></p> <p>The difference in the location of the center of gravity between people with dark and white skin is three percent, as calculated by the authors of the work, which was published in International Journal of Design and Nature and Ecodynamics. This value gives a difference in speed of 1.5%, and this difference allows black people to win in running and white people to win in swimming. Maybe 1.5% is a small difference, but in high-performance sports, where fractions of a second are at stake, it can have a serious impact on the results of competitions.</p>
8.	<p><b>Name the first and only 100m athlete from the USSR and post-Soviet space to win Olympic gold?</b></p> <p>VALERIY BORZOV</p> <p>Olympics in Munich "Munich 72"</p> <p>It was the Soviet athlete's "star hour". Borzov did what no white athlete had ever done before: win both sprint distances at once.</p> <p>The victory in the 100 meters was, in principle, quite expected. It was his signature distance, and Valery was extremely determined. But his appearance in the 200 meters was a complete surprise even for him. He was not supposed to compete there at all, but after his victory in the 100 meters, one of the leaders of the Soviet delegation approached him and asked him to help the team.</p> <p>The American athletes had no doubts about their abilities in the 200-meter race. However, the Soviet runner's ability to calculate in a split second various possible situations that could arise on the track and make timely</p>

corrections forced even the journalists, who were stingy with emotions, sitting in the stands of the Munich stadium, to reward Borzov with applause.

At the closing ceremony of the 1972 Olympics, the USSR Olympic Team Flag was carried by Valery Borzov.

Topic 2.4 Development of motor skills. Features of development of physical skills: agility, flexibility

No.	Control questions
1.	<b>Is this dexterity?</b> "Dexterity" is the ability to quickly master new movements and restructure motor activity based on the requirements of a suddenly changing environment.
2.	<b>Dexterity, as a motor quality, includes?</b> <ul style="list-style-type: none"> <li>- Coordination skills(coordination and reorganization of movements, differentiation of efforts, muscle coordination, voluntary relaxation);</li> <li>- Various reactions (visual-motor, switching attention);</li> <li>- Feelings(balance, time and space, orientation, rhythm).</li> </ul>
3.	<b>How is dexterity differentiated?</b> There are different types of dexterity: <ul style="list-style-type: none"> <li>- general;</li> <li>- special;</li> <li>- jumping;</li> <li>- acrobatic;</li> <li>- high-speed.</li> </ul>
4.	<b>What are the main measures of agility?</b> The main measures of dexterity are considered to be the coordination complexity of the action, accuracy and execution time.
5.	<b>Where and how is dexterity manifested?</b> Dexterity is not contained in the motor act itself, but is revealed only from its collisions with the external changing environment,with uncontrollable and unforeseen influences from the environment. Examples: Simple walking becomes an act of supreme dexterity when it is performed on a narrow ledge above an abyss, somewhere in the conditions of mountain sports; Simply running on a track does not fit with the definition of it as an agile movement, but hurdling can produce high examples of agility.
6.	<b>Is this flexibility?</b> "Flexibility" is a person's ability to perform movements with a large amplitude.
7.	<b>Forms of manifestation of flexibility?</b> There are two forms of manifestation of flexibility:

	<p>Active, characterized by the magnitude of the amplitude of movements when performing exercises independently due to one's own muscular efforts;</p> <p>Passive, characterized by the maximum value of the amplitude of movement achieved under the influence of external forces, for example, with the help of a partner, or weights, etc.</p> <p>Passive flexibility exercises achieve a greater range of motion than active exercises. The difference between active and passive flexibility is called reserve tension or "flexibility reserve".</p>
8.	<p><b>How much?</b> Are women more flexible than men?</p> <p>Women have 20-30% more flexibility than men.</p>
9.	<p><b>At what age is the greatest flexibility recorded?</b></p> <p>The highest flexibility rates are recorded from 12 to 17 hours a day and in conditions of elevated ambient temperatures.</p>
10.	<p><b>Methods for developing flexibility?</b></p> <p>There are two main ways to develop flexibility.</p> <p>First- multiple stretching method.</p> <p>Second- a method of static stretching, which has several variations. The choice of method depends on what flexibility needs to be trained.</p>

### Section 3. Topic 3.1 Basics of self-control in physical education and sports

No.	Control questions, tests
1.	<p><b>What principle, providing for the optimal correspondence of the tasks, means and methods of physical education to the capabilities of those involved, must be taken into account when conducting self-monitoring?</b></p> <p>The principle of accessibility and individualization</p>
2.	<p><b>Name the parts of a physical education lesson in which a student needs to use self-control techniques?</b></p> <p>In all parts of the lesson - preparatory, main, final</p>
3.	<p><b>Please describe the "Self-monitoring Diary" as a tool for pedagogical monitoring of students with disabilities and those with limited health opportunities?</b></p> <p>The diary records the volume and nature of the load, an assessment of vegetative reactions (changes in heart rate, presence of shortness of breath, fatigue, manifestation of symptoms of the underlying disease), and the psychological state during and after the load.</p>
4.	<p><b>What is the recommended minimum weekly amount of physical activity for students with disabilities and disabilities?</b></p> <p>The recommended minimum weekly amount of physical activity for students with disabilities and those with disabilities is 150 minutes.</p>
5.	<p><b>List what objective indicators need to be monitored during independent physical exercise for people with disabilities?</b></p> <p>Heart rate, blood pressure, anthropometry, functional tests</p>

<b>6.</b>	<b>Define pulse</b> <ol style="list-style-type: none"> <li>1. Vibrations of the vessel walls under the influence of nerve impulses coming from the left hemisphere of the brain.</li> <li>2. Vibrations of the vessel walls under the influence of nerve impulses coming from the right hemisphere of the brain.</li> <li>3. Periodic jerky vibrations of the arterial walls caused by the passage of air through the pulmonary alveoli.</li> <li>4. <u>A periodic jerky vibration of the arterial walls caused by the flow of blood ejected by the heart into the aorta with each contraction.</u></li> </ol>
<b>7.</b>	<b>Determine the type of test that can be used for self-monitoring by students with respiratory diseases without negative consequences</b> <ol style="list-style-type: none"> <li>1. Barbell</li> <li>2. Genche</li> <li>3. Test for dosed load</li> <li>4. <b>Orthostatic test</b></li> </ol>
<b>8.</b>	<b>At rest, the pulse rate of a healthy, untrained man is?</b> <ol style="list-style-type: none"> <li>1. 70-90 beats per minute.</li> <li>2. <b>60-80 beats per minute.</b></li> <li>3. 50-70 beats per minute.</li> </ol>
<b>9.</b>	<b>Women tend to have a faster pulse than men.?</b> <ol style="list-style-type: none"> <li>1. <b>For 5-10 hits</b></li> <li>2. For 6-7 hits</li> <li>3. For 10-15 hits</li> </ol>
<b>10.</b>	<b>The difference between systolic blood pressure and diastolic blood pressure is called pulse pressure and is it normal?</b> <ol style="list-style-type: none"> <li>1. <b>30-40mm Hg</b></li> <li>2. 20-40mm Hg</li> <li>3. 50-60mm Hg</li> </ol>

### Topic 3.2 Healthy lifestyle. Harm of smoking and alcoholism

<b>No.</b>	<b>Control questions</b>
<b>1.</b>	<b>By how many years does a person shorten their life by smoking 1 to 9 cigarettes a day compared to non-smokers?</b> For 4.6 years
<b>2.</b>	<b>How many times more often do people who started smoking before the age of 15 die from lung cancer?</b> 5 times more often
<b>3.</b>	<b>What is the lethal dose of cigarettes smoked for an adult?</b> One pack (20 cigarettes)
<b>4.</b>	<b>By how much does the number of heartbeats per day increase in a smoker?</b> For 15 thousand reductions



5.	<b>How many harmful substances are in tobacco?</b> Around 1200
6.	<b>What percentage of toxic substances enters the human body when smoking a cigarette?</b> 20-25%
7.	<b>What are the degrees of alcohol intoxication?</b> Light, medium, heavy
8.	<b>What are the stages of alcoholism?</b> First (initial), second, third
9.	<b>What does beer do to a man?</b> A man, by drinking beer, to a significant extent replaces the male hormone in his own body with the female one. Previously, the male hormone gave him activity, strong-willed qualities, the desire to win, the desire to lead, but after that the man becomes weak-willed and apathetic. Next, irritability and bitchiness may appear. The figure also changes - the pelvis widens, fat is deposited in the female type - on the hips. The abdominal muscles weaken, and a "beer belly" appears. The heart noticeably increases in size, its walls become thinner and flabby, and it is overgrown with fat on the outside. Ischemic heart disease develops and the risk of a heart attack increases, physical activity becomes more and more difficult to bear, shortness of breath appears.

### Topic 3.3 Hygiene of physical culture and sports

No.	Control questions
1.	<b>Hygiene of physical culture and sports studies</b> A) Interaction between the organism and bacteria B) Interaction of the organism and the environment B) Interaction of physical culture with the environment D) Interaction of the body of those involved in physical education and sports with the external environment
2.	<b>Sports facilities are divided into....</b> A) main structures B) auxiliary buildings and premises B) main and auxiliary structures
3.	<b>Personal hygiene of an athlete includes</b> A) rational daily regimen, body and oral care, sexual hygiene, giving up bad habits B) body and oral care B) hygiene of sexual life D) giving up bad habits and a rational daily regimen
4.	<b>Hardening is...</b>

	<p>A) a system of hygienic measures aimed at increasing the body's resistance to the adverse effects of various meteorological factors</p> <p>B) training the body to resist diseases</p> <p>B) strengthening the immune system</p>
<b>5.</b>	<p><b>Principles of hardening</b></p> <p>A) systematicity and self-control</p> <p>B) gradualness and consistency, active mode, combination of general and local procedures</p> <p>B) taking into account individual characteristics, diversity of means and forms</p> <p>C) A;B;C</p>
<b>6.</b>	<p><b>Types of hardening</b></p> <p>A) the sun.</p> <p>B) water and air</p> <p>B) sun and water</p> <p>C) air, water, sun</p>
<b>7.</b>	<p><b>The quality and completeness of food is ensured by the necessarythe content of various nutrients in it....</b></p> <p>A) proteins, fats, carbohydrates.</p> <p>B) vitamins, minerals and water.</p> <p>B) proteins, fats, carbohydrates, vitamins, minerals and water.</p> <p>C) proteins, fats, carbohydrates, vitamins</p>
<b>8.</b>	<p><b>General requirements for sports halls</b></p> <p>A) ventilation.</p> <p>B) hygienic requirements for equipment and inventory.</p> <p>B) lighting.</p> <p>C) A, B, C</p>
<b>9.</b>	<p><b>Auxiliary hygiene products are...</b></p> <p>A) hydrotherapy.</p> <p>B) baths and thermal chambers.</p> <p>B) oxygen cocktails, landscape zones</p> <p>C) A, B, C.</p>

#### **Section 4.**Topic 4.1. Anthropometric studies

##### **Practical implementation**

#### Topic 4.2. Assessment of the functional state of students

##### **Practical implementation**

#### Topic 4.3. Assessment of students' physical fitness

##### **Practical implementation**

#### **Section 5.**Topic 5.1. Means and methods of developing speed

##### **Practical implementation**

#### Topic 5.2. Means and methods of developing strength abilities

##### **Practical implementation**

#### Topic 5.3. Means and methods of developing endurance

## **Practical implementation**

### **Typical tasks for current monitoring of academic performance (full-time and part-time education)**

#### **Questions for testing**

ID - 1UK-7 Know the basic means and methods of physical education

ID - 2UK-7 Be able to select and apply methods and means of physical education to improve basic physical qualities

ID - 3UK-7 Master the methods and means of physical education to ensure full social and professional activity

**Section 1.**Topic 1.1 History of physical education and sports:

#### **TESTS**

**Section 2.**Topic 2.1. Development of motor skills. Features of development of physical quality of strength

#### **TESTS**

Topic 2.2 Development of motor skills. Features of development of physical quality endurance

#### **TESTS**

Topic 2.3 Development of motor skills. Features of development of physical quality speed

#### **TESTS**

Topic 2.4 Development of motor skills. Features of development of physical skills: agility, flexibility

#### **TESTS**

**Section 3.**Topic 3.1 Basics of self-control in physical education and sports

#### **TESTS**

**Section 4.**Topic 4.1. Anthropometric studies

#### **Practical implementation**

Topic 4.2. Assessment of the functional state of students

#### **Practical implementation**

Topic 4.3. Assessment of students' physical fitness

#### **Practical implementation**

**Section 5.**Topic 5.1. Means and methods of developing endurance and speed

#### **Practical implementation**

Topic 5.2. Means and methods of developing strength abilities

#### **Practical implementation**

Topic 5.3. Means and methods of developing flexibility and agility

## **Practical implementation**

### **Typical tasks for current monitoring of academic performance** **(correspondence course)**

#### **Questions for testing**

ID - 1UK-7 Know the basic means and methods of physical education

ID - 2UK-7 Be able to select and apply methods and means of physical education to improve basic physical qualities

ID - 3UK-7 Master the methods and means of physical education to ensure full social and professional activity

**Section 1.**Topic 1.1 History of physical education and sports:

#### **TESTS**

**Section 2.**Topic 2.1. Development of motor skills. Features of development of physical qualities: strength, endurance, speed, flexibility, agility

#### **TESTS**

### **METHODOLOGICAL MATERIALS DETERMINING THE PROCEDURES FOR ASSESSING KNOWLEDGE, ABILITIES AND SKILLS OF WORK EXPERIENCE CHARACTERIZING THE STAGES OF COMPETENCE DEVELOPMENT (full-time, part-time, correspondence forms of education)**

#### **Criteria for assessing students' knowledge during testing:**

**Excellent mark-** The level of knowledge corresponds to the training program, without errors.

**Mark "good"**- in accordance with the training program, several minor errors were made level of knowledge in volume.

**Mark "satisfactory"**- Minimum acceptable level of knowledge, many minor errors were made.

**Mark "unsatisfactory"**-The level of knowledge is below the minimum requirements, there were gross errors.

#### **Criteria for assessing students' knowledge during practical testing:**

**Excellent mark-** the practical task was completed clearly, confidently, correctly, without making any mistakes.

**Mark "good"**- the practical task was completed clearly, confidently, correctly, with minor errors.

**Mark "satisfactory"**- the practical task was completed clearly, but not quite confidently, correctly, with minor errors.

**Mark "unsatisfactory"**- the practical task was not completed clearly or confidently, with significant errors, or was not completed at all.

Knowledge criteria for the test:

**Grade "passed"** must meet the parameters of any of the positive assessments ("excellent", "good", "satisfactory").

**Grade "fail"** must meet the parameters for the "unsatisfactory" rating.

## **ACCESSIBILITY AND QUALITY OF EDUCATION FOR PERSONS WITH DISABILITIES** (full-time, part-time, correspondence forms of education)

If necessary, disabled people and people with limited health capabilities are given additional time to prepare an answer for the test.

When conducting the procedure for assessing the learning outcomes of disabled people and people with limited health capabilities, their own technical means may be used.

The procedure for assessing the learning outcomes of disabled people and individuals with limited health capabilities in a discipline involves providing information in forms adapted to the limitations of their health and perception of information:

For visually impaired persons:	- in printed form in large font, - in the form of an electronic document.
For people with hearing impairments:	- in printed form, - in the form of an electronic document.
For people with musculoskeletal disorders	- in printed form, apparatus: - in the form of an electronic document.

When conducting the procedure for assessing the learning outcomes of disabled people and people with limited health capabilities in a discipline, the following additional requirements are met depending on the individual characteristics of the students:

a) instructions on the procedure for conducting the assessment procedure are provided in an accessible form (orally, in writing);

b) accessible form of providing assessment tools assignments (in printed form, in printed form in large print, in the form of an electronic document, assignments are read out by the teacher);

c) an accessible form of providing answers to tasks (written on paper, typing answers on a computer, orally).

If necessary, for students with disabilities and those with disabilities, the procedure for assessing the learning outcomes in a discipline can be carried out in several stages.

The procedure for assessing the learning outcomes of disabled people and individuals with limited health capabilities may be carried out using distance learning technologies.