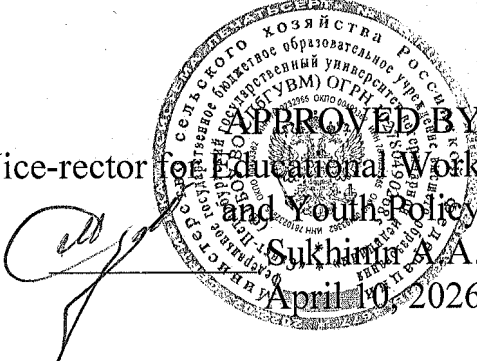


Документ подписан простой электронной подписью
Информация о владельце:
ФИО: Сухинин Александр Александрович
Должность: Проректор по учебно-воспитательной работе
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Ministry of Agriculture of the Russian Federation
Federal State Budgetary Educational Institution of
Higher Education
"St. Petersburg State University of
Veterinary Medicine"

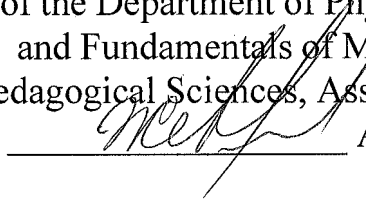
APPROVED BY
Vice-rector for Educational Work
and Youth Policy
Sukhinin A.A.
April 10, 2026



Department of Physical Education and Fundamentals of Military Training

EDUCATIONAL WORK PROGRAM
for the discipline
" PHYSICAL CULTURE AND SPORT "
The level of higher education
SPECIALIST COURSE
Specialty 36.05.01 Veterinary Medicine
Profile: «General clinical veterinary medicine»
Full-time education
Education starts in 2026

Reviewed and adopted
at the meeting of the department
on April 9, 2026.
Protocol No. 9

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

A.V. Zhivoderov

Saint Petersburg
2026

1. GOALS AND OBJECTIVES OF DISCIPLINE

The purpose of the discipline is to develop in students the ability to maintain the proper level of physical fitness to ensure full-fledged social and professional activities; in maintaining and strengthening health in psychophysical preparation and self-preparation for future life and professional activities.

Tasks:

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

b) The applied task consists of students mastering 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, self-determination in physical culture and sports; ensuring general and professionally applied physical fitness, which determines the student's psychophysical readiness for the future profession.

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

2. LIST OF PLANNED LEARNING RESULTS IN THE DISCIPLINE (MODULE), CORRELATED WITH THE PLANNED RESULTS OF MASTERING THE EDUCATIONAL PROGRAM

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

Area of professional activity:

13 Agriculture

Types of professional activity tasks:

- Medical;
- Expert control;
- Scientific and educational.

Student competencies formed as a result of mastering the discipline.

Studying the discipline should form the following competencies:

UC-7 Ability to maintain proper level of physical fitness to ensure full social and professional activities.

ID – 1UC-7 Know the basic means and methods of physical education.

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

ID – 3UC-7 Own methods and means of physical culture to ensure full social and professional activities.

Planned results of mastering competencies taking into account professional standards

Competence	Competency category	Competency ID Categories			Experience
		ID – 1UC-7	ID – 2UC-7	ID – 3UC-7	
		Know	Be able to	Possess	
UC-7	Basic Skills	Basic means and methods of physical education	Select and apply methods and means of physical culture to improve basic physical qualities	Methods and means of physical culture to ensure full-fledged social and professional activities	Personal experience, skills and abilities to improve your functional and motor abilities

3. THE PLACE OF DISCIPLINE IN THE STRUCTURE OF THE MPEP

In accordance with clause 2.3. Federal State Educational Standard of Higher Education in the field of training 36.05.01 Veterinary medicine, approved by Order of the Ministry of Education and Science of the Russian Federation dated September 22, 2017 N 974, disciplines (modules) in physical culture and sports are implemented within the framework of the mandatory part of Block 1 of B1.O.37 specialty program in the amount of 72 academic hours with final certification in the 1st year of full-time study.

4. SCOPE OF THE DISCIPLINE "PHYSICAL EDUCATION AND SPORT"

4.1. SCOPE OF THE DISCIPLINE "PHYSICAL EDUCATION AND SPORT" FOR FULL-TIME STUDY

Type of educational work	Total hours	Semesters
		1
Auditory lessons	36	36
Lectures (L), including interactive forms	20	20
Practical lessons (PL)	14	14
Independent work (IW)	38	38
Type of intermediate certification (test, exam)	test	test
Total labor intensity, hours	72	72
Total labor intensity, credit units	2	2

5. CONTENTS OF THE DISCIPLINE “PHYSICAL EDUCATION”
5.1. CONTENTS OF THE DISCIPLINE "PHYSICAL CULTURE"
FOR FULL-TIME STUDY

No.	Name of the section, topic of the discipline	Formed competencies	Semester	Types of educational work, including independent work of students and labor intensity (in hours)			
				L	PL	PT	IW
1.	Section 1. Topic 1.1 History of physical culture and sports	UC-7ID-1	1	2	-	-	2
2.	Section 2. Topic 2.1. Development of motor qualities. Features of the development of physical quality strength	UC-7ID-1 UC-7ID-2 UC-7ID-3	1	2	-	-	2
3.	Section 2. Topic 2.2 Development of motor qualities. Features of the development of physical quality endurance	UC-7ID-1 UC-7ID-2 UC-7ID-3	1	2	-	-	2
4.	Section 2. Topic 2.3 Development of motor qualities. Features of physical quality development speed	UC-7ID-1 UC-7ID-2 UC-7ID-3	1	2	-	-	2
5.	Section 2. Topic 2.4 Development of motor qualities. Features of the development of physical qualities: agility, flexibility	UC-7ID-1 UC-7ID-2 UC-7ID-3	1	2	-	-	2
6.	Section 3. Topic 3.1 Basics of self-control in physical education and sports classes	UC-7ID-1 UC-7ID-2 UC-7ID-3	1	2	-	-	2
7.	Section 3. Topic 3.2 Healthy lifestyle. The harm of smoking and alcoholism	UC-7ID-1 UC-7ID-2	1	2	-	-	2
8.	Section 3. Topic 3.3 Hygiene of physical culture and sports	UC-7ID-1 UC-7ID-2	1	2	-	-	2
9.	Section 4. Topic 4.1. Anthropometric studies	UC-7ID-1 UC-7ID-2	1	2	-	-	2
10.	Section 4. Topic 4.2. Assessment of the functional state of students	UC-7ID-1 UC-7ID-2	1	2	-	-	2
11.	Section 4. Topic 4.3. Assessment of students' physical fitness	UC-7ID-1 UC-7ID-2	1	-	2	-	2
12.	Section 5. Topic 5.1. Means and methods for developing speed	UC-7ID-1	1	-	2	-	2

		UC-7ID-2					
13.	Section 5. Topic 5.2. Means and methods for developing strength abilities	UC-7ID-1 UC-7ID-2	1	-	2	-	2
14.	Section 5. Topic 5.3. Means and methods for developing endurance	UC-7ID-1 UC-7ID-2	1	-	2	-	2
15.	Section 5. Topic 5.4. Tools and methods for developing flexibility	UC-7ID-1 UC-7ID-2	1	-	2	-	2
16.	Section 5. Topic 5.5. Means and methods for developing dexterity and coordination abilities	UC-7ID-1 UC-7ID-2	1	-	2	-	2
17.	Section 6. Topic 6.1. Hygiene means and methods in physical education classes	UC-7ID-1 UC-7ID-2	1	-	2	-	2
18.	Section 6. Topic 6.2. Healthy lifestyle and its components	UC-7ID-1 UC-7ID-2	1	-	2	-	4
	Total for 1st semester:			20	16	0	38

6. LIST OF EDUCATIONAL AND METHODOLOGICAL SUPPORT FOR INDEPENDENT WORK OF STUDENTS

6.1. Guidelines for independent work

1. Methodological recommendations for students of the IV functional group of health on performing independent work and completing a paper on the academic discipline "Physical culture and sport" / comp.: S. G. Kruglov, E. A. Gavrilova, N. M. Zharinov, E. N. Zharinova; Ministry of Agriculture of the Russian Federation, SPbGAVM. - Saint Petersburg : SPbGAVM, 2017. – URL: <https://search.spbguvvm.informsistema.ru/viewer.jsp?aWQ9NjM4JnBzPTI2> (access date: 04/09/2026) - 25 p. - Access mode: for authors. EB SPbGUVVM users. - Text : electronic.

2. Zharinov, Nikolai Mikhailovich. Methodological recommendations on the discipline "Physical culture and sport" for students with disabilities, training area 05/36.01 – "Veterinary Medicine", higher education level - specialty / N. M. Zharinov, E. N. Zharinova ; Ministry of Agriculture of the Russian Federation, SPbGAVM. - Saint Petersburg : FSBEI HE SPbGAVM, 2016. - 32 p. – URL: <https://search.spbguvvm.informsistema.ru/viewer.jsp?aWQ9NjkyJnBzPTM0> Access mode: (access date: 04/09/2026) - for authors. EB SPbGUVVM users. - Text : electronic.

6.2. Literature for independent work

1. Zhivoderov, Alexey Valerievich. Vypolnenie i oformlenie referativnoj raboty po uchebnoj discipline "Fizicheskaya kul'tura" [Execution and design of the abstract work on the academic discipline "Physical culture" : an educational and methodical manual] / A.V. Zhivoderov, S. G. Kruglov, E. A. Gavrilova ; Ministry of Agriculture of the Russian Federation, SPbGUVVM. - Saint Petersburg : Publishing House of SPbGUVVM, 2025. - 88 p. – URL: <https://search.spbguvvm.informsistema.ru/viewer.jsp?aWQ9MjA2MjYmcHM9ODg> (access date: 04/09/2026) - Access mode: for authors. EB SPbGUVVM users. - Text : electronic.

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

a) basic literature:

1. Zharinov, Nikolai Mikhailovich. Fizicheskaya kul'tura i sport : metodicheskie rekomendacii po podgotovke i oformleniyu referatov dlya studentov funkcional'nyh grupp zdorov'ya vsekh special'nostej i napravlenij podgotovki [Physical culture and sport : methodological recommendations for the preparation and design of research papers for students of functional health groups of all specialties and areas of study] / N. M. Zharinov. - St. Petersburg : Center for Strategic Studies, 2019. - 16 p. – URL: <https://search.spbguvvm.informsistema.ru/viewer.jsp?aWQ9NTMwJnBzPTE2> (access date: 04/09/2026) - Access mode: for authors. EB SPbGUVVM users. - Text : electronic.

b) additional literature:

1. Rol' i mesto fizicheskoy kul'tury v sisteme vysshego obrazovaniya : sbornik nauchnyh statej [The role and place of physical culture in the higher education system : a collection of scientific articles] / editors: S.M. Ashkinazi, N.M. Zharinov, E.N. Zharinova [et al.] ; Ministry of Agriculture of the Russian Federation, St. Petersburg State University. - St. Petersburg : SPbGUVVM, 2024. - 372 p. – URL: <https://search.spbguvvm.informsistema.ru/viewer.jsp?aWQ9MTk4NTImcHM9Mzc0> (access date: 04/09/2026) - Access mode: for authors. EB SPbGUVVM users. - Text : electronic.

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

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

1. <http://pravo.gov.ru/>- Official Internet portal of legal information.
2. Reference and legal system "Consultant Plus" <http://www.consultant.ru/>
3. Scopus abstract database on the SciVerse® platform from Elsevier www.scopus.com
4. EBS ZNANIUM EBS "Znanium" electronic library system of the publishing house "INFRA-M" <http://znanium.com/>
5. [EBS "Student Consultant"](#)
6. [University information system "RUSSIA"](#)
7. [Full text database POLPRED.COM](#)
8. [Russian Scientific Network](#)
9. [Electronic library system IQlib](#)
10. Electronic books from the publishing house "Prospekt Nauki" <http://prospektnauki.ru/ebooks/>

Electronic library systems:

1. [EBS "SPBGUVM"](#)
2. [Legal reference system "ConsultantPlus"](#)
3. [University information system "RUSSIA"](#)
4. [Full text database POLPRED.COM](#)
5. [Scientific electronic library ELIBRARY.RU](#)
6. [Russian Scientific Network](#)
7. [Electronic library system IQlib](#)
8. Full-text interdisciplinary database for agricultural and environmental sciences [ProQuest AGRICULTURAL AND ENVIRONMENTAL SCIENCE DATABASE](#)
9. Electronic books from the publishing house "Prospekt Nauki" <http://prospektnauki.ru/ebooks/>

9. METHODOLOGICAL GUIDELINES FOR STUDENTS ON EDUCATION OF THE DISCIPLINE

Methodological recommendations for students are a set of recommendations and explanations that allow the student to optimally organize the process of studying this discipline.

The content of methodological recommendations, as a rule, may include:

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

The morning time is the most fruitful for academic work (from 8-14 o'clock), followed by the afternoon (from 16-19 o'clock) and evening time (from 20-24 o'clock). The most difficult material is recommended to be studied at the beginning of each time interval after rest. After 1.5 hours of work, a break (10-15 minutes) is required; after 4 hours of work, the break should be 1 hour. Part of the scientific organization of labor 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 preparing for practical classes

Practical (seminar) classes constitute an important part of students' professional training. The main goal of conducting practical (seminar) classes is to develop analytical, creative thinking in students by acquiring practical skills. Practical classes are also conducted with the aim of deepening and consolidating the knowledge gained at lectures and in the process of independent work on regulatory documents, educational and scientific literature. When preparing for a practical lesson for students, it is necessary to study or repeat theoretical material on a given topic.

When preparing for a practical lesson, the student is recommended to adhere to the following algorithm;

- 1) get acquainted with the plan of the upcoming lesson;

2) study the literature sources that were recommended and familiarize yourself with the introductory comments to the relevant sections.

Methodological instructions for practical (seminar) classes in the discipline, along with the work program and schedule of the educational process, refer to methodological documents that determine the level of organization and quality of the educational process.

The content of practical (seminar) classes is recorded in the working curriculum of the disciplines in the sections "List of topics for practical (seminar) classes."

The most important component of any form of practical training is assignments. The basis of the assignment is an example, which is analyzed from the perspective of the theory developed in the lecture. As a rule, the main attention is paid to the formation of specific skills and abilities, which determines the content of students' activities - problem solving, laboratory work, clarification of the categories and concepts of science, which are a prerequisite for correct thinking and speech.

Practical (seminar) classes perform the following tasks:

- stimulate regular study of recommended literature, as well as attentive attention to the lecture course;

- consolidate the knowledge gained in the process of lecture training and independent work on literature;

- expand the scope of professionally significant knowledge, skills and abilities;

- allow you to check the correctness of previously acquired knowledge;

- instill skills of independent thinking and oral presentation;

- promote free use of terminology;

- provide the teacher with the opportunity to systematically monitor the level of students' independent work.

Methodological instructions for practical (seminar) classes in the discipline should be focused on modern business conditions, current regulatory documents, advanced technologies, on the latest achievements of science, technology and practice, on modern ideas about certain phenomena and the reality being studied.

- Recommendations for working with literature.

Working with literature is an important stage of a student's independent work in mastering a subject, contributing not only to consolidation of knowledge, but also to broadening his horizons, mental abilities, memory, ability to think, present and confirm his hypotheses and ideas. In addition, research skills necessary for future professional activities are developed.

When starting to study literature on a topic, it is necessary to make notes, extracts, and notes. It is imperative to take notes on the works of theorists, which allow one to comprehend the theoretical basis of the study. For the rest, you can limit yourself to extracts from studied sources. All extracts and quotations must have an exact "return address" (author, title of work, year of publication, page, etc.). It is advisable to write an abbreviated name of the question to which the extract or quotation relates. In addition, it is necessary to learn how to immediately compile a card index of specialized literature and publications of sources, both proposed by the teacher and identified independently, as well as refer to bibliographic reference books, chronicles of journal articles, book chronicles, and abstract journals. In this case, publications of sources (articles, book titles, etc.) should be written on separate cards, which must be filled out in accordance with the rules of bibliographic description (surname, initials of the author, title of work. Place of publication, publisher, year of publication, number of pages, and for journals articles – journal name, year of publication, page numbers). On each card, it is advisable to record the thought of the author of the book or a fact from this book on only one specific issue. If the work, even in the same paragraph or phrase, contains further judgments or facts on another issue, then they should be written out on a separate card. The presentation should be concise, accurate, without subjective assessments. On the back of the card

you can make your own notes about this book or article, its contents, structure, what sources it was written on, etc.

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

Testing allows you to determine whether the actual behavior of a program corresponds to the expected behavior by performing a specially selected set of tests. A test is the fulfillment of certain conditions and actions necessary to verify the operation of the function being tested or its part. Students are required to select the correct option for each question in the discipline.

10. EDUCATIONAL WORK

Within the framework of the discipline, educational work aims to cultivate a modern scientific worldview and fundamental values, foster spiritual, moral, civil, and patriotic virtues, nurture aesthetic and ethical understanding, promote a tolerant mindset in society, and instill in students the recognition of work as a fundamental necessity, the highest value, and the primary path to success in life. Additionally, it seeks to underscore the social significance of students' future professions.

11. LIST OF INFORMATION TECHNOLOGIES USED IN THE EDUCATIONAL PROCESS

11.1. The educational process in the discipline provides for the use of information technology

- ✓ conducting practical classes using multimedia;
- ✓ interactive technologies (conducting dialogues, collective discussion of various approaches to solving a particular educational and professional problem);
- ✓ interaction with students via email;
- ✓ joint work in the Electronic Information and Educational Environment of St. Petersburg State University of Mathematics and Mathematics: <https://spbguvvm.ru/academy/eios>

11.2. Software

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

No.	Name of technical and computer training aids recommended by 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	System ConsultantPlus	503/KL
7	Android OS	free software

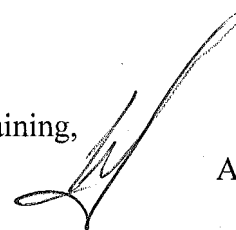
12. MATERIAL AND TECHNICAL BASE REQUIRED FOR THE IMPLEMENTATION OF THE EDUCATIONAL PROCESS IN THE DISCIPLINE

Name of the discipline (module), practice in accordance with the curriculum	Name of special premises and premises for the educational process	Equipment of special premises and premises for the educational process

		educational environment.
	214 Small reading room (196084, St. Petersburg, st. Chernigov, house 5) A room for independent work.	Specialized furniture: tables, chairs Technical training facilities: computers with an Internet connection and access to an electronic information and educational environment
	324 Information Technology Department (5 Chernihiv St. Petersburg, 196084) A room for storage and preventive maintenance of educational equipment.	Specialized furniture: tables, chairs, special equipment, materials and spare parts for preventive maintenance of technical training facilities.
	Box No. 3 Carpentry workshop (196084, St. Petersburg, st. Chernigov, house 5) A room for storage and preventive maintenance of educational equipment.	Specialized furniture: tables, chairs, special equipment, materials for preventive maintenance of furniture.

Developer:

Associate Professor of the Department
of Physical Education and Fundamentals of Military Training,
Candidate of Pedagogical Sciences, Associate Professor



A.V. Tsyganov

Ministry of Agriculture of the Russian Federation
Federal State Budgetary Educational Institution
of higher education
"St. Petersburg State University of Veterinary Medicine"

Department of Physical Education and Fundamentals of Military Training

FUND OF ASSESMENT TOOLS
for the discipline

" PHYSICAL CULTURE AND SPORT "

Level of higher education

SPECIALIST COURSE

Specialty 36.05.01 Veterinary Medicine

Profile: «General clinical veterinary medicine»

Full-time education

Education starts in 2026

Saint Petersburg
2026

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

Table 1

No.	Molded competencies	Controlled sections (topics) disciplines	Evaluation tool
1.	ID – 1UC-7	Section 1. Topic 1.1 History of physical culture and sports	Testing
		Section 2. Topic 2.1. Development of motor qualities. Features of the development of physical quality strength Topic 2.1. Development of motor qualities. Features of the development of physical quality strength Topic 2.2 Development of motor qualities. Features of the development of physical quality endurance Topic 2.3 Development of motor qualities. Features of the development of physical quality speed Topic 2.4 Development of motor qualities. Features of the development of physical qualities: agility, flexibility	Testing
		Section 3. Topic 3.1 Basics of self-control in physical education and sports classes Topic 3.2 Healthy lifestyle. The harm of smoking and alcoholism Topic 3.3 Hygiene of physical culture and sports	Testing
		Section 4. 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
		Section 5. Topic 5.1. Means and methods for developing speed Topic 5.2. Means and methods for developing strength abilities Topic 5.3. Means and methods for developing endurance	Practical control
2.	ID – 2UC-7	Section 2. Topic 2.1. Development of motor qualities. Features of the development of physical quality strength Topic 2.2 Development of motor qualities. Features of the development of physical quality endurance Topic 2.3 Development of motor qualities. Features of the development of physical quality speed Topic 2.4 Development of motor qualities. Features of the development of physical qualities:	Testing

		agility, flexibility	
		Section 3. Topic 3.1 Basics of self-control in physical education and sports classes Topic 3.2 Healthy lifestyle. The harm of smoking and alcoholism Topic 3.3 Hygiene of physical culture and sports	Testing
		Section 4. 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
		Section 5. Topic 5.1. Means and methods for developing speed Topic 5.2. Means and methods for developing strength abilities Topic 5.3. Means and methods for developing endurance	Practical control
3.	ID – 3UC-7	Section 2. Topic 2.1. Development of motor qualities. Features of the development of physical quality strength Topic 2.2 Development of motor qualities. Features of the development of physical quality endurance Topic 2.3 Development of motor qualities. Features of the development of physical quality speed Topic 2.4 Development of motor qualities. Features of the development of physical qualities: agility, flexibility	Testing
		Section 3. Topic 3.1 Basics of self-control in physical education and sports classes	Testing

1.PASSPORT OF THE APPRAISAL FUND

Table 2

No.	Name evaluation tool	Brief description of the evaluation tool	Presentation of the assessment 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 certain way	Tests by topics/sections of the discipline
2.	Practical control	Formation of practical skills	Personal practical implementation

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

Planned results of mastering the competency	Mastery level				Evaluation tool
	Unsatisfactory	Satisfactorily	Fine	Great	
UC – 7 Ability to maintain the proper level of physical fitness to ensure full-fledged social and professional activities					
ID – 1UC-7 Know the basic means and methods of physical education	The level of knowledge is below the minimum requirements, there were serious errors	Minimum acceptable level of knowledge, many minor mistakes were made	Level of knowledge in volume, corresponding to the training program, several minor mistakes were made	Level of knowledge in volume, corresponding to the training program, without errors	Testing

ID – 2UC-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 serious errors	Minimum acceptable level of knowledge, many minor mistakes were made	Level of knowledge in volume, corresponding to the training program, several minor mistakes were made	Level of knowledge in volume, corresponding to the training program, without errors	Testing Practical control
ID – 3UC-7 Own the methods and means of physical education to ensure full-fledged social and professional activities	The level of knowledge is below the minimum requirements, there were serious errors	Minimum acceptable level of knowledge, many minor mistakes were made	Level of knowledge in volume, corresponding to the training program, several minor mistakes were made	Level of knowledge in volume, corresponding to the training program, without errors	Testing Practical control

3. A LIST OF CONTROL TASKS AND OTHER MATERIALS, NECESSARY FOR THE ASSESSMENT OF KNOWLEDGE, SKILLS AND WORK EXPERIENCE

**Typical tasks for ongoing progress monitoring
(full-time study)**

Test questions

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

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

ID – 3UC-7 Own the methods and means of physical education to ensure full-fledged social and professional activities

Section 1.Topic 1.1 History of physical culture and sports:

No.	Tests
1.	The main form of military-physical training of feudal lords was: a) fist fights. b) dancing. c) knightly tournaments. d) hunting competitions.
2.	In what year did the first ever Olympic Games take place? a) 224 BC

	<p>b) 776 BC c) 996 BC d) 556 BC</p>
3.	<p>In which country did football originate? a) England b) Greece To China d) America</p>
4.	<p>Who revived the tradition of holding the Olympic Games? a) Johann Heinrich Pestalozzi b) John Locke c) Pierre de Coubertin d) Jean Jacques Rousseau</p>
5.	<p>How is the Olympic motto translated: “Citius, altius, fortius”? a) Faster, higher, stronger b) Peace, friendship, sports c) Endurance, strength, speed d) Participation, victory, justice</p>
6.	<p>Which of the following does not apply to the ideas of Olympism? a) the use of sports and sports activities in the struggle for peace and peaceful coexistence. b) the fight against nationalism, cosmopolitanism, commercialization and professionalization in sports. c) harmonious development of personality. d) the desire to publicly prove personal superiority over opponents.</p>
7.	<p>Who first introduced the system of physical education in Russia? a) Ivan the Terrible. b) Peter I. c) Lenin V.I. d) Catherine II.</p>
8.	<p>In what year was the GTO program created? a) 1931 b) 1941 c) 1950 d) 1899</p>
9.	<p>What is one of the merits of P.F. Lesgaft? a) He developed the division of sports into types b) He created a special educational institution for training teachers in physical education c) He participated in the program for the resumption of the Olympic Games d) He was the first in Russia to introduce the practice of sports medicine</p>

Section 2.Topic 2.1. Development of motor qualities. Features of the development of physical quality strength

No.	Control questions
1.	<p>The purpose and objectives of athletic gymnastics? The main goals of athletic gymnastics are: improving health, increasing physical and mental performance; formation of a strong, harmoniously developed person.</p>
2.	<p>What is muscle strength? “Strength” is a person’s ability to overcome external resistance or to counteract that resistance through muscle tension.</p>
3.	<p>Three body types for gaining muscle mass? - Asthenic; - Normostenic; - Hypersthenic.</p>
4.	<p>What factors influence the development of maximum muscle strength? The maximum force that a muscle can develop directly depends on a number of factors: - from the physiological cross-sectional area of muscle fibers: with increasing muscle diameter, strength also increases; - on the length of the muscle before contraction: a muscle is able to develop maximum strength if it was in a relaxed state before contraction; - on the contractile properties of muscle fibers. There are several types of muscle fibers, differing in strength and speed of contraction, and resistance to fatigue. Red or slow fibers have little strength but are resistant to fatigue. Intermediate and white, or fast, fibers are capable of developing significant tension, but quickly tire.</p>
5.	<p>Types of muscle fibers? <u>"Slow" (red) muscle fibers</u> These are small diameter fibers that use the oxidation of carbohydrates and fatty acids to produce energy (aerobic energy generation system). <u>"Fast" (white) muscle fibers</u> Fast fibers compared to larger diameter red fibers. They are used to obtain energy mainly by glycolysis (anaerobic - without the participation of oxygen - energy production system). Fast-twitch fibers have less myoglobin, so they appear whiter.</p>
6.	<p>What specific nutrients does a person need for constant metabolism and during physical activity? -Proteins; - Fats; - Carbohydrates.</p>
7.	<p>What is your normal daily protein intake? The normal dietary protein intake per day is 1-1.2 g per 1 kg of weight, and during weight training it is approximately 2 g per kilogram of weight. For example, if you weigh 70 kg, for full muscle growth you should consume at least 140 g of protein per day.</p>

8.	Where and in what quantity are carbohydrates stored in the form of glycogen in the human body? In muscles and liver, carbohydrates accumulate in the form of glycogen in an average amount of 120 g.
9.	How many kilocalories does 1 g of fat produce when broken down? 1 g of fat during oxidation gives 9.3 kcal
10.	Groups of vitamin division varieties? How many are there? What are they? Currently, more than 20 vitamins are known. Many of them have been well studied and norms for their need have been established depending on the age of the person. All vitamins are divided into two groups: water-soluble (C, P, B vitamins) and fat-soluble (A, D, E, K).

Topic 2.2 Development of motor qualities. Features of the development of physical quality endurance

No.	Control questions
1.	Is it endurance? Endurance- this is the physical ability (quality) of a person, expressed in the ability to withstand physical fatigue in the process of muscular activity.
2.	What is the uniform continuous method? Uniform continuous method consists of a single, uniform performance of exercises of low and moderate power lasting from 15-30 minutes to 1-3 hours.
3.	At rest, how many liters of blood does the heart pump per minute in an average person? In a minute, the heart pumps 6 liters of blood at 75 beats per minute (average).
4.	Under load, how much blood can an advanced athlete's heart pump? When running 120 beats per minute, the heart pumps 12 liters. This is the volume that the heart of an ordinary person pumps, but the heart of an advanced athlete can pump from 25 to 40 liters of blood per minute.
5.	Load at which the amplitude of the heart is maximum? At a load of 60% percent of your maximum, the amplitude of the heart is maximum.
6.	How long is there more oxygen in cold air than in warm air? In cold air, the oxygen content is 30% higher than in warm air.
7.	Is this foot pronation? Pronation is the way the foot is positioned when running or walking.
8.	Is this foot underpronation? If you land on the inside of your foot when walking or running, this is overpronation.

Topic 2.3 Development of motor qualities. Features of the development of physical quality speed

No.	Control questions
1.	<p>Is it fast? Speed is a person's ability to perform motor actions in a minimum period of time for given conditions.</p>
2.	<p>What is the repeat method? Repeat method– comes down to performing exercises at about the 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 seconds). The rest interval between exercises should ensure the greatest readiness for work (30 seconds - 5 minutes, depending on the nature of the exercises and the athlete's condition).</p>
3.	<p>The average running speed of a healthy adult is? The average running speed of a person can be up to 40 km/h over short distances. The average running speed of a person is the average speed at which a person runs a certain distance.</p>
4.	<p>Age period for speed development? The period of development of speed is 11–14 years: at this age the most significant rate of increase in speed is observed.</p>
5.	<p>Pros of barefoot running? The advantages of barefoot running are obvious: - a natural skill of correct running is developed with emphasis on the forefoot, and not on the heel; - the foot is massaged during contact with the ground, which has a positive effect on the overall health of the body; - running without shoes correctly forms the musculoskeletal system.</p>
6.	<p>The first running spikes - year of invention? 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 made of kangaroo leather, and 6 spikes were inserted into the sole.</p>
7.	<p>Why do black athletes run faster than white athletes? The difference in the location of the center of gravity between people with dark and white skin color 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 blacks to win in running and whites in swimming. Maybe 1.5% is a small gap, but in elite sports, where we are talking about fractions of a second, it can have a serious impact on the results of the competition.</p>
8.	<p>Name the first and only 100-meter athlete of the USSR and post-Soviet</p>

<p>space to win Olympic gold? VALERY BORZOV Olympics in Munich "Munich 72" This was the “finest hour” of the Soviet athlete. Borzov did what no white-skinned athlete had managed to do before: win both sprint distances at once. The victory in the 100 meters was, in principle, quite expected. This was his signature distance, and Valery was extremely determined. But his performance at 200 meters was a complete surprise even for himself. He was not supposed to compete there at all, but after winning the Sotka competition, one of the leaders of the Soviet delegation approached him and asked him to help the team. This is what the American athletes had no doubt about in their abilities in the 200-meter race. However, the ability of the Soviet runner to calculate in a matter of seconds various variants of situations that could arise on the track, and to make timely amendments to them, forced even journalists, stingy with emotions, sitting in the stands of the Munich stadium, to reward Borzov with applause. At the closing of the 1972 Olympics, the flag of the USSR Olympic team was carried by Valery Borzov.</p>
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Topic 2.4 Development of motor qualities. Features of the development of physical qualities: agility, flexibility

No.	Control questions
1.	<p>Is it agility? “Dexterity” is the ability to quickly master new movements and rearrange motor activity based on the requirements of a suddenly changing environment.</p>
2.	<p>Does agility, as a motor quality, include? - Coordination abilities(coordination and restructuring of movements, differentiation of efforts, muscle coordination, voluntary relaxation); - Various reactions (visual-motor, attention switching); - Feelings(balance, time and space, orientation, rhythm).</p>
3.	<p>How is agility differentiated? Dexterity is distinguished: - general; - special; - jumping; - acrobatic; - high-speed.</p>
4.	<p>What are the main measures of agility? The main measures of agility are considered to be the coordination complexity of an action, accuracy and execution time.</p>
5.	<p>Where and in what ways is dexterity demonstrated?</p>

	<p>Dexterity is not contained in the motor act in itself, but is revealed only from its collisions with the external, changeable environment, with uncontrollable and unforeseen environmental influences.</p> <p>Examples: Simple walking turns into an act of supreme dexterity when it is performed on a narrow ledge above an abyss, somewhere in mountain sports conditions; Simple track running does not fit with the definition of it as an agility movement, but hurdling can provide high examples of agility.</p>
6.	<p>Is it flexibility? “Flexibility” is a person’s ability to perform movements with a large amplitude.</p>
7.	<p>Forms of manifestation of flexibility? There are two forms of flexibility: Active, characterized by the magnitude of the amplitude of movements when performing exercises independently due to one’s own muscle efforts; Passive, characterized by the maximum amplitude of movement achieved under the influence of external forces, for example, with the help of a partner, or weights, etc. In passive flexibility exercises, a greater range of motion is achieved than in active exercises. The difference between the indicators of active and passive flexibility is called reserve tension or “flexibility margin”.</p>
8.	<p>How long Are women more flexible than men? Women have 20-30% more flexibility than men.</p>
9.	<p>At what age is the greatest degree of flexibility recorded? The highest indicators of flexibility are recorded from 12 to 17 hours of the day and in conditions of elevated ambient temperature.</p>
10.	<p>Methods for developing flexibility? There are two main ways to develop flexibility. First– method of repeated stretching. Second– a static stretching method that has several variations. The choice of method depends on how much flexibility needs to be trained.</p>

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

No.	Test questions, tests
1.	<p>What principle, which provides for the optimal correspondence of tasks, means and methods of physical education to the capabilities of those involved, must be taken into account when conducting self-control? The principle of accessibility and individualization</p>
2.	<p>What are the parts of a physical education lesson in which a student needs to apply self-control techniques? At all parts of the lesson - preparatory, main, final</p>

3.	<p>Describe the “Self-Control Diary” as a tool for pedagogical control of students with disabilities and disabled people?</p> <p>The diary records the volume and nature of the load, an assessment of autonomic reactions (changes in heart rate, the presence of shortness of breath, fatigue, symptoms of the underlying disease), and the psychological state during and after the load.</p>
4.	<p>What is the recommended minimum weekly amount of physical activity for students with disabilities and disabilities?</p> <p>The recommended minimum weekly amount of physical activity for students with disabilities is 150 minutes.</p>
5.	<p>List what objective indicators need to be monitored during independent physical education for people with disabilities?</p> <p>Heart rate, blood pressure, anthropometry, functional tests</p>
6.	<p>Define pulse</p> <ol style="list-style-type: none"> 1. Vibrations of the walls of blood vessels under the influence of nerve impulses coming from the left hemisphere of the brain. 2. Vibrations of the walls of blood vessels under the influence of nerve impulses coming from the right hemisphere of the brain. 3. Periodic jerky oscillation of the walls of the arteries, caused by the passage of air through the pulmonary alveoli. 4. <u>Periodic jerk-like oscillation of the walls of the arteries, caused by the flow of blood ejected by the heart into the aorta with each contraction.</u>
7.	<p>Determine the type of test that can be used for self-monitoring for students with respiratory diseases without negative consequences</p> <ol style="list-style-type: none"> 1. Barbell 2. Genche 3. Test for dosed load 4. <u>Orthostatic test</u>
8.	<p>What is the resting heart rate of a healthy, untrained man?</p> <ol style="list-style-type: none"> 1. 70-90 beats per minute. 2. <u>60-80 beats per minute.</u> 3. 50-70 beats per minute.
9.	<p>Women tend to have a higher pulse rate than men?</p> <ol style="list-style-type: none"> 1. <u>For 5-10 beats</u> 2. For 6-7 beats 3. For 10-15 beats
10.	<p>The difference between systolic blood pressure and diastolic is called pulse pressure and is normal?</p> <ol style="list-style-type: none"> 1. <u>30-40mmHg Art.</u> 2. 20-40mmHg Art. 3. 50-60mmHg Art.

No.	Control questions
1.	By how many years does a person shorten his life by smoking from 1 to 9 cigarettes a day compared to non-smokers? For 4.6 years
2.	How many times more likely are people to die from lung cancer who started smoking before the age of 15? 5 times more often
3.	What is the lethal dose of cigarettes smoked for an adult? One pack (20 cigarettes)
4.	How much does the number of heartbeats per day increase in a smoker? For 15 thousand cuts
5.	How many harmful substances are in tobacco? About 1200
6.	What percentage of toxic substances enter the human body when smoking a cigarette? 20-25%
7.	What are the degrees of alcohol intoxication? Light, medium, heavy
8.	What are the stages of alcoholism? First (initial), second, third
9.	What does beer do to a man? A man, consuming beer, essentially replaces the male hormone in his own body with a 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 expands, fat is deposited according to the female type - on the hips. The abdominal muscles weaken and a “beer belly” appears. At the same time, the heart noticeably increases in size, its walls become thinner and flabby, and the outside is overgrown with fat. Coronary heart disease develops and the risk of heart attack increases, physical activity becomes more and more difficult, and shortness of breath appears.

Topic 3.3 Hygiene of physical culture and sports

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 for developing speed

Practical implementation

Topic 5.2. Means and methods for developing strength abilities

Practical implementation

Topic 5.3. Means and methods for developing endurance

Practical implementation

Typical tasks for ongoing progress monitoring
(full-time and part-time courses)

Test questions

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

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

ID – 3UC-7 Own the methods and means of physical education to ensure full-fledged social and professional activities

Section 1.Topic 1.1 History of physical culture and sports:

TESTS

Section 2.Topic 2.1. Development of motor qualities. Features of the development of physical quality strength

TESTS

Topic 2.2 Development of motor qualities. Features of the development of physical quality endurance

TESTS

Topic 2.3 Development of motor qualities. Features of the development of physical quality speed

TESTS

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

TESTS

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

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 for developing endurance and speed

Practical implementation

Topic 5.2. Means and methods for developing strength abilities

Practical implementation

Topic 5.3. Means and methods for developing flexibility and dexterity

Practical implementation

Typical tasks for ongoing progress monitoring (correspondence course)

Test questions

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

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

ID – 3UC-7 Own the methods and means of physical education to ensure full-fledged social and professional activities

Section 1.Topic 1.1 History of physical culture and sports:

TESTS

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

TESTS

4. METHODOLOGICAL MATERIALS DEFINING THE PROCEDURES FOR ASSESSING KNOWLEDGE, SKILLS AND ABILITIES AND WORK EXPERIENCE CHARACTERIZING THE STAGES OF COMPETENCE FORMATION

Criteria for assessing students' knowledge during the colloquium:

- **Mark “excellent”** - the student clearly expresses his point of view on the issues under consideration, giving relevant examples.

- **Mark “good”** - the student makes some errors in the answer

- **Mark “satisfactory”** - the student reveals gaps in knowledge of the basic educational and normative material.

- **Mark “unsatisfactory”** - the student reveals significant gaps in knowledge of the basic principles of the discipline, inability, with the help of the teacher, to obtain the correct solution to a specific practical problem.

Criteria for assessing students' knowledge during testing:

The test result is assessed on a percentage rating scale. Each student is offered a set of test tasks consisting of 25 questions:

- **Mark “excellent”** – 25-22 correct answers.

- **Marked “good”** – 21-18 correct answers.

- **Mark “satisfactory”** – 17-13 correct answers.

- **Marked “unsatisfactory”** – less than 13 correct answers

Knowledge criteria for the intermediate examination:

- **The “pass” grade** must correspond to the parameters of any of the positive grades (“excellent”, “good”, “satisfactory”).

- **A “failed” grade** must correspond to the parameters of an “unsatisfactory” grade.

- **Mark “excellent”** – all types of academic tasks provided for by the curriculum were completed. The student demonstrates the correspondence of knowledge, skills and abilities to the indicators given in the tables, operates with acquired knowledge, skills and abilities, and applies them in situations of increased complexity. In this case, inaccuracies and difficulties may occur during analytical operations and the transfer of knowledge and skills to new, non-standard situations.

- **Mark “good”** – all types of educational tasks provided for by the curriculum were completed. The student demonstrates the correspondence of knowledge, skills and abilities to the indicators given in the tables, operates with acquired knowledge, skills and abilities, and applies them in standard situations. In this case, minor errors, inaccuracies, and difficulties during analytical operations and the transfer of knowledge and skills to new, non-standard situations may be made.

- **Mark “satisfactory”** – one or more types of academic tasks provided for by the curriculum were not completed. The student demonstrates incomplete correspondence of knowledge, abilities, skills with the indicators given in the tables, significant mistakes are made, a partial lack of knowledge, abilities, and skills is manifested in a number of indicators, the student experiences significant difficulties in operating knowledge and skills when transferring them to new situations.

- **The mark “unsatisfactory”** means that the types of academic tasks provided for in the curriculum were not completed. The student demonstrates incomplete correspondence of knowledge, abilities, skills with those given in the tables of indicators, significant errors are made, a lack of knowledge, abilities, and skills is manifested in a larger number of indicators, the student experiences significant difficulties in operating knowledge and skills when transferring them to new situations

Knowledge criteria for the final examination:

- **Mark “excellent”** – all types of academic tasks provided for by the curriculum were completed. The student demonstrates the correspondence of knowledge, abilities, skills with the indicators given in the tables, operates with acquired knowledge, abilities, skills, and applies them in situations of increased complexity. In this case, inaccuracies and difficulties may occur during analytical operations and the transfer of knowledge and skills to new, non-standard situations.

- **Mark “good”** – all types of educational tasks provided for by the curriculum were completed. The student demonstrates the correspondence of knowledge, skills and abilities to the indicators given in the tables, operates with acquired knowledge, skills and abilities, and applies them in standard situations. In this case, minor errors, inaccuracies, and difficulties during analytical operations and the transfer of knowledge and skills to new, non-standard situations may be made.

- **Mark “satisfactory”** – one or more types of academic tasks provided for by the curriculum were not completed. The student demonstrates incomplete correspondence of knowledge, abilities, skills with the indicators given in the tables, significant mistakes are made, a partial lack of knowledge, abilities, and skills is manifested in a number of indicators, the student experiences significant difficulties in operating knowledge and skills when transferring them to new situations.

- **The mark “unsatisfactory”** means that the types of academic tasks provided for in the curriculum were not completed. The student demonstrates incomplete correspondence of knowledge, abilities, skills with those given in the tables of indicators, significant errors are made, a lack of knowledge, abilities, and skills is manifested in a larger number of indicators, the student experiences significant difficulties in operating knowledge and skills when transferring them to new situations

5.ACCESSIBILITY AND QUALITY OF EDUCATION FOR DISABLED PEOPLE

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

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

The procedure for assessing the learning outcomes of people with disabilities and people with limited health capabilities in the discipline provides for the provision of information in forms adapted to the limitations of their health and perception of information:

For people with visual impairments:	– in printed form in enlarged font, – in the form of an electronic document.
For people with hearing impairments:	– in printed form, – in the form of an electronic document.
For persons with musculoskeletal disorders	– in printed form, device: – in the form of an electronic document.

When carrying out the procedure for assessing the learning outcomes of disabled people and persons with limited health capabilities in the discipline, the fulfillment of the following additional requirements depending on the individual characteristics of the students are ensured by:

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

b) an accessible form for submitting assignments of assessment tools (in printed form, in printed form in enlarged font, in the form of an electronic document, assignments are read out by the teacher);

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

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

Procedure for assessing the learning outcomes of disabled people and persons with limited health capabilities is permitted using distance learning technologies.

Program abstract of the discipline
B1.O.37 "Physical education and sport"
Specialty 36.05.01 Veterinary medicine
Profile: «General clinical veterinary medicine»

The purpose of mastering the discipline in the training of veterinarians is to develop in students the ability to maintain the proper level of physical fitness to ensure full-fledged social and professional activity; in maintaining and promoting health; in psychophysical preparation and self-preparation for future life and professional activities.

Place of discipline in the curriculum:

In accordance with clause 2.3. Federal State Educational Standard of Higher Education in the field of training 36.05.01 Veterinary medicine, approved by Order of the Ministry of Education and Science of the Russian Federation dated September 22, 2017 N 974, disciplines (modules) in physical culture and sports are implemented within the framework of the mandatory part of Block 1 of B1.O.37 specialty program in the amount of 72 academic hours with final test in the 1st semester of full-time study.

Requirements for the results of mastering the discipline:

Studying the discipline should form the following competencies:

UC-7: Ability to maintain proper level of physical fitness to ensure full social and professional activities.

ID – 1UC-7 Know the basic means and methods of physical education.

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

ID – 3UC-7 Own methods and means of physical culture to ensure full social and professional activities.

Brief content of the discipline:

The content of the discipline covers a range of issues related to the study of the main sections of the subject of physical education at a university: increasing the level of general physical fitness of students, comprehensive development of basic physical qualities, obtaining the necessary theoretical and practical skills.

As a result of mastering the discipline, the student must:

Know: The essence of the phenomenon of physical culture in modern society, its capabilities in raising a harmoniously developed person, in solving social problems of promoting health, preparing for professional work and protecting the Motherland.

Be able to: Use systematic physical exercise and various sports to form and develop mental qualities and personality traits necessary in socio-cultural and professional activities (moral-volitional, communicative, organizational, leadership, self-confidence, tolerance, self-discipline, citizenship, patriotism, etc.).

Possess: The proper level of physical fitness necessary to accelerate the development of purely professional skills and abilities in the process of studying at a university; to ensure full-fledged social and professional activity after graduation.

The total labor intensity of the discipline is: 2 credit units (72 hours).

Final control of the discipline: test.