

Minister of African

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Saint Petersburg  
2024

## **1. GOALS AND OBJECTIVES OF THE DISCIPLINE**

The purpose of the discipline is to develop in students the ability to maintain the proper level of physical fitness to ensure full social and professional activity; to maintain and strengthen health in 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.

### **The student's competencies formed as a result of mastering the discipline.**

Studying the discipline should develop the following competencies:

UK-7 Ability to maintain an adequate level of physical fitness to ensure full social and professional activities.

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 activities

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

Competence	Competency category	Competency Identifier Categories			Experience of activity
		ID – 1UK-7	ID – 2UK-7	ID – 3UK-7	
		Know	Be able to	To own	
UK-7	Basic skills	Basic means and methods of physical education	Select and apply methods and means of physical education to improve basic physical qualities	Methods and means of physical culture to ensure full social and professional activity	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, disciplines (modules) in physical education and sports are implemented within the framework of the mandatory part of Block 1 of Block 1 Compulsory program B1.O.37 specialist program in the amount of 72 academic hours with final certification in the 1st year in the 1st semester of full-time education, in the 2nd year, 3rd semester of full-time and part-time education and in the 3rd year, summer session of part-time education.

### 4. SCOPE OF THE DISCIPLINE "PHYSICAL CULTURE AND SPORT"

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

Type of academic work	Total hours	Semesters
		1
<b>Classroom lessons</b>	<b>36</b>	<b>36</b>
Lectures, including interactive forms	16	16
Practical classes (PZ)	20	20
<b>Independent work (IW)</b>	<b>36</b>	<b>36</b>
<b>Type of intermediate assessment (test, physical fitness test, GTO)</b>	credit	credit
<b>Total labor intensity, hours</b>	<b>72</b>	<b>72</b>
<b>Total workload, credits</b>	<b>2</b>	<b>2</b>

#### 4.2. SCOPE OF THE DISCIPLINE "PHYSICAL EDUCATION AND SPORTS" FOR FULL-TIME AND CORRESPONDENCE FORMS OF STUDY

Type of academic work	Total hours	Semesters
		1
<b>Classroom lessons</b>	<b>24</b>	<b>24</b>
Lectures, including interactive forms	12	12
Practical classes (PZ)	12	12
<b>Independent work (IW)</b>	<b>48</b>	<b>48</b>
<b>Type of intermediate assessment (test, physical fitness test, GTO)</b>	credit	credit
<b>Total labor intensity, hours</b>	<b>72</b>	<b>72</b>
<b>Total workload, credits</b>	<b>2</b>	<b>2</b>

**4.3.SCOPE OF THE DISCIPLINE "PHYSICAL CULTURE AND SPORT"  
FOR CORRESPONDENCE COURSES**

Type of academic work	Total hours	Well
		3
<b>Classroom lessons</b>	<b>4</b>	<b>4</b>
Lectures, including interactive forms	4	4
Practical classes (PZ)		
<b>Independent work (IW)</b>	<b>68</b>	<b>68</b>
<b>Type of intermediate assessment (test, physical fitness test, GTO)</b>	credit	credit
<b>Total labor intensity, hours</b>	<b>72</b>	<b>72</b>
<b>Total workload, credits</b>	<b>2</b>	<b>2</b>

**5. CONTENTS OF THE DISCIPLINE "PHYSICAL EDUCATION"**  
**5.1. CONTENTS OF THE DISCIPLINE "PHYSICAL EDUCATION"**  
**FOR FULL-TIME EDUCATION**

Item No.	Name of section, topic of discipline	Competencies being developed	Semester	Types of academic work, including independent work of students and labor intensity (in hours)			
				L	PZ	PP	SR
1.	Section 1. Topic 1.1 History of physical education and sports	UK-7id1	1	2	-	-	2
2.	Section 2. Topic 2.1. Development of motor skills. Features of development of physical quality of strength	UK-7id1,2,3	1	2	-	-	2
3.	Section 2. Topic 2.2 Development of motor skills. Features of development of physical quality endurance	UK-7id1,2,3	1	2	-	-	2
4.	Section 2. Topic 2.3 Development of motor skills. Features of development of physical quality speed	UK-7id1,2,3	1	2	-	-	2
5.	Section 2. Topic 2.4 Development of motor skills. Features of development of physical skills agility, flexibility	UK-7id1,2,3	1	2	-	-	2
6.	Section 3. Topic 3.1 Fundamentals of self-control in physical education and sports	UK-7id1,2,3	1	2	-	-	2
7.	Section 3. Topic 3.2 Healthy lifestyle. The harm of smoking and alcoholism	UK-7id1,2	1	2	-	-	2
8.	Section 3. Topic 3.3 Hygiene of physical culture and sports	UK-7id1,2	1	2	-	-	2
9.	Section 4. Topic 4.1. Anthropometric studies	UK-7id1,2	1	-	2	-	2
10.	Section 4. Topic 4.2. Assessment of the functional state of students	UK-7id1,2	1	-	2	-	2
11.	Section 4. Topic 4.3. Assessment of students' physical fitness	UK-7id1,2	1	-	2	-	2
12.	Section 5. Topic 5.1. Means and methods of developing speed	UK-7id1,2	1	-	2	-	2
13.	Section 5. Topic 5.2. Means and methods of developing strength abilities	UK-7id1,2	1	-	2	-	2
14.	Section 5. Topic 5.3. Means and methods of developing endurance	UK-7id1,2	1	-	2	-	2

15.	Section 5. Topic 5.4. Tools and methods for developing flexibility	UK-7id1,2	1	-	2	-	2
16.	Section 5. Topic 5.5. Means and methods for developing dexterity and coordination abilities	UK-7id1,2	1	-	2	-	2
17.	Section 6. Topic 6.1. Hygiene tools and methods in physical education classes	UK-7id1,2	1	-	2	-	2
18.	Section 6. Topic 6.2. Healthy lifestyle and its components	UK-7id1,2	1	-	2	-	2
	<b>Total for 1 semester:</b>			<b>16</b>	<b>20</b>	<b>0</b>	<b>36</b>

## 5.2. CONTENTS OF THE DISCIPLINE "PHYSICAL EDUCATION" FOR FULL-TIME AND CORRESPONDENCE FORMS OF STUDY

Item No.	Name of section, topic of discipline	Competencies being developed	Semester	Types of academic work, including independent work of students and labor intensity (in hours)			
				L	PZ	PP	SR
1.	Section 1. Topic 1.1 History of physical education and sports	UK-7id1	3	2	-	-	4
2.	Section 2. Topic 2.1. Development of motor skills. Features of development of physical quality of strength	UK-7id1,2,3	3	2	-	-	4
3.	Section 2. Topic 2.2 Development of motor skills. Features of development of physical quality endurance	UK-7id1,2,3	3	2	-	-	4
4.	Section 2. Topic 2.3 Development of motor skills. Features of development of physical quality speed	UK-7id1,2,3	3	2	-	-	4
5.	Section 2. Topic 2.4 Development of motor skills. Features of development of physical skills agility, flexibility	UK-7id1,2,3	3	2	-	-	4
6.	Section 3. Topic 3.1 Fundamentals of self-control in physical education and sports	UK-7id1,2,3	3	2	-	-	4
7.	Section 4. Topic 4.1. Anthropometric studies	UK-7id1,2	3	-	2	-	4
8.	Section 4. Topic 4.2. Assessment of the functional state of students	UK-7id1,2	3	-	2	-	4
9.	Section 4. Topic 4.3. Assessment of students' physical fitness	UK-7id1,2	3	-	2	-	4

10.	Section 5. Topic 5.1. Means and methods of developing endurance and speed	UK-7id1,2	3	-	2	-	4
11.	Section 5. Topic 5.2. Means and methods of developing strength abilities	UK-7id1,2	3	-	2	-	4
12.	Section 5. Topic 5.3. Means and methods for developing flexibility and agility	UK-7id1,2	3	-	2	-	4
	<b>Total for 3rd semester:</b>			<b>12</b>	<b>12</b>	<b>0</b>	<b>48</b>

### 5.3. CONTENTS OF THE DISCIPLINE "PHYSICAL EDUCATION" FOR CORRESPONDENCE FORM OF STUDY

Item No.	Name of section, topic of discipline	Competencies being developed	Well	Types of academic work, including independent work of students and labor intensity (in hours)			
				L	PZ	PP	SR
1.	Section 1. Topic 1.1 History of physical education and sports	UK-7id1	3	2	-	-	34
2.	Section 2. Topic 2.1. Development of motor skills. Features of development of physical skills: strength, endurance, speed, flexibility, agility	UK-7id1,2,3	3	2	-	-	34
	<b>Total 3rd year:</b>			<b>4</b>	<b>0</b>	<b>0</b>	<b>68</b>

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

### 6.1. Guidelines for independent work

In the process of doing independent work on the subject of the course Physical Education, students develop self-study skills that allow them to develop abilities and skills in assimilation and systematization of acquired knowledge on physical education, ensure a high level of academic performance, and contribute to further improvement of the level of professionalism. The entire educational process from the beginning of the study to the end of the course is designed for independent work of the student under the guidance and with the help of a teacher. In the process of doing independent work, the student develops an appropriate planning of working time, which allows them to develop abilities and skills in assimilation and systematization of acquired knowledge, ensures a high level of academic performance during the training period, helps to acquire skills to improve the professional level.

The main goal of organizing independent work of students is to develop the ability to learn throughout life, the ability to independently master fundamental knowledge, experience of professional activity in the chosen field, to apply the acquired knowledge, skills and possessions in practical activities.



The main objectives of organizing independent work of students are aimed at:

- preparation of a qualified graduate capable of effective work and continuous professional growth;
- satisfying the individual's need to receive high-quality education and develop creative abilities;
- ensuring the unity, continuity and integrity of the educational process;
- ensuring the need to acquire not only knowledge, but also skills and abilities in the field of professional activity;
- creating conditions for attracting students to research, project and other creative work;
- use of acquired knowledge, skills and abilities in non-traditional situations;
- identifying talented students for further development of their abilities;
- developing students' independent thinking, desire for self-development, self-improvement and self-realization.

The main forms of independent work of students in the discipline "Physical culture" are:

- note-taking;
- literature review;
- annotation of books, articles;
- performing search and research tasks;
- in-depth analysis of scientific and methodological literature;
- work with educational literature materials;
- research work;

## 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): 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. L. 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.
6. 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. Journal "Theory and Practice of Physical Culture".
8. Magazine "Physical Culture: Upbringing, Education, Training"

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

### a) main literature:

1. Professional and applied physical training of students of the Faculty of Economics of GUAP: teaching aid / A. S. Sidorenko [et al.] - St. Petersburg: Publishing house of GUAP, 2019. - 40 p.
2. Football for everyone: textbook. Manual / I.B. Pilina. - St. Petersburg: GUAP, 2020. - 93 p.
3. Technology of athletic training of students: theoretical and practical aspects: textbook. manual. / Vinogradov I.G., D.D. Dal'skiy, I.A. Afanasyeva, A.I. Peshkov, I.M. Evdokimov. - St. Petersburg: GUAP, 2020. - 132 p.
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.

### b) additional literature:

1. Methodology for preventing injuries to the musculoskeletal system in athletes: training and methodological manual / V.M. Bashkin. - St. Petersburg: GUAP, 2020. - 30 p.
2. Organization of mini-floorball competitions in higher educational institutions: a tutorial / A. S. Sidorenko, A. N. Antsiferov, G. S. Prigoda. - St. Petersburg: Publishing house of GUAP, 2020. - 63 p.
3. Organization of physical education classes for students with health problems: a teaching aid / A. S. Sidorenko, V. S. Sidorenko, - St. Petersburg: Publishing house of GUAP, 2021. - 147 p.
4. Cognitive approach to the problem of physical fitness of students in a distance learning environment: : tutorial / A. S. Sidorenko; St. Petersburg. Publishing house of GUAP, 2021. - 129 p.5.
5. Magazine "Physical Culture: Upbringing, Education, Training"

## 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:

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](http://www.scopus.com)
4. EBS ZNANIUM EBS "Znaniy" electronic library system of the publishing house "INFRA-M" <http://znaniy.com/>
5. Electronic Library System "Student Consultant"
6. University information system "RUSSIA"
7. Full-text database POL.PRED.COM
8. <http://www.nobis.ru>

9. [Electronic library system EOLib](#)
10. [Web of Science database of international scientific citation indices](#)
11. Electronic books from the Prospect Nauki publishing house <http://prospektnauki.ru/ebooks/>

#### **Electronic library systems:**

1. [EOLIB "SPBGU VNI"](#)
2. [Electronic Library System of Polymed House](#)
3. [POLIMED House and legal system "ConsultantPlus"](#)
4. [University information system "RUSSIA"](#)
5. [Full-text database POLPREDD.COM](#)
6. [Scientific electronic library E-LIBRARY.RU](#)
7. [Russian Scientific Network](#)
8. [Electronic library system EOLib](#)
9. [Web of Science database of international scientific citation indices](#)
10. Full-text interdisciplinary database on agricultural and environmental sciences [ProQuest AGRICULTURAL AND ENVIRONMENTAL SCIENCES DATABASE](#)
11. Electronic books from Prospect Nauki Publishing House <http://prospektnauki.ru/ebooks/>

## **9. METHODOLOGICAL INSTRUCTIONS FOR STUDENTS ON MASTERING THE DISCIPLINE**

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 purpose of teaching physical education is to develop the student's physical culture and the ability to implement it in social and professional, physical education and sports activities and in the family.

The process of physical education classes involves solving the following educational, developmental and health-improving tasks:

Fostering the need for physical self-improvement and a healthy lifestyle;

Formation of a system of theoretical knowledge and practical skills in the field of physical education;

Ensuring the necessary level of professional readiness of future specialists, including physical fitness, training, performance, development of professionally significant physical qualities and psychomotor abilities;

Full use of physical education tools for disease prevention, health maintenance and improvement, mastering self-control skills in the process of physical education and sports knowledge.

Classes are conducted in full-time and part-time education in the form of a lecture course and methodological and practical classes, and part-time education in the form of lectures.

### **9.1. Methodological instructions for students on mastering lecture material**

Lectures are designed to help students acquire knowledge in the discipline being studied. They highlight key and problematic issues provided for by the curriculum. Based on this, lectures act as a methodological basis for students' independent work, which requires taking notes on the main content of the lecture.

The main purpose of lecture material is a logically coherent, systematic, deep and clear presentation of educational material. In the educational process, a lecture performs methodological, organizational and informational functions.

In the theoretical section of the lecture course on physical education, special attention is paid to such basic problems as the history and development of physical education and sports, the Olympic movement, definitions and concepts of physical education, professional activities and professional-applied physical training of students; methodological foundations of sports training and independent physical exercise; development of physical qualities, biological foundations of physical education, foundations of control and self-control, concepts of health and a healthy lifestyle.

Planned results when students master the lecture material:

Gaining a clear understanding of the methods and problems of physical education;

Formation of a modern and holistic understanding of physical education as a science, the content of which consists of the theory and practice of systemic research in physical education; gaining experience in creative work together with a teacher;

Development of professional and business qualities, independent creative thinking, interest in practical material and self-training;

Mastering the culture of thinking and the skills of competent note-taking, the ability to highlight the main ideas, definitions and provisions that determine the content of a lecture, to come to specific conclusions, and to repeat them in various formulations.

Lecture material on physical education is accompanied by multimedia presentations on all topics of the discipline.

Structure of provision of lecture material:

Orally, with demonstration of individual photo and video materials through PowerPoint presentations;

In the form of an open discussion when discussing issues covered in lectures;

## **9.2. Methodological instructions for students on completing the coursepractical classes (for full-time and part-time students)**

A practical lesson is one of the main forms of organizing the educational process, which consists of students completing a set of educational tasks under the guidance of a teacher in order to master the scientific and theoretical foundations of an academic discipline, acquire skills and abilities, and experience in creative activities.

The purpose of the practical lesson for the student is to instill in the student the skills and abilities of practical activities in the discipline being studied.

Planned results when students master practical classes:

Consolidation. deepening, expansion and detailing of knowledge when solving specific problems;

Development of cognitive abilities, independent thinking, creative activity;

Mastering new methods and techniques for studying a specific academic discipline;  
Developing the ability to logically comprehend the acquired knowledge to complete tasks;  
Ensuring a rational combination of collective and individual forms of training.

Functions of practical classes:

Cognitive;  
Developing;  
Educational.

According to the nature of the tasks performed by the student, practical classes are divided into:

Introductory, conducted with the purpose of consolidating and concretizing the theoretical material studied;

Analytical, aimed at obtaining new information based on formalized methods;

Creative, associated with obtaining new information through independently chosen approaches to solving problems.

The forms of organization of practical classes are determined in accordance with the specific features of the academic discipline and the objectives of the training.

The methodology for conducting a practical lesson may vary, but achieving the overall goal of the discipline is important.

#### **Requirements for conducting practical classes**

The educational process under the program "Physical Education" is carried out in the form of methodological and practical classes. The students practice the basics of training methods according to the program during practical classes.

The final stage of training is a control lesson for students on methodological preparedness (independent conducting of a lesson) on physical preparedness.

### **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.**

✓ conducting practical classes using multimedia;

✓ interactive technologies (conducting dialogues, collective discussion of various approaches to solving a particular educational and professional task);

✓ interacting with students via email;

✓ joint work in the Electronic

Medicine; *Information and Educational Environment of St. Petersburg State University of*

### 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/KL
7	Android OS	free software

### 12. MATERIAL AND TECHNICAL BASE NECESSARY 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 rooms and premises for the educational process
Physical Education and Sports	01 (196084, St. Petersburg, Chernigovskaya St., Building 5) Classroom for conducting seminar-type classes, group and individual consultations, ongoing monitoring and midterm assessment	<i>Specialized furniture:</i> Auditorium tables with benches, board. <i>Visual aids and teaching materials:</i> Posters on FGIS, samples of regulatory veterinary documents

	117 (196084, St. Petersburg, Chernigovskaya St., Building 5) Sports hall for practical classes	With inventory support - - equipped with specialized technical means and exercise machines used to implement the physical education curriculum.
	206 Large Reading Room (196084, St. Petersburg, Chernigovskaya St., Building 5) Room for independent work	<i>Specialized furniture: tables, chairs</i> <i>Technical training aids: computers with Internet connection and access to the electronic information and educational environment</i>
	Storage room for sports equipment in the professor's room	<i>Specialized furniture: tables, chairs, special equipment</i>

Appendix 1 for 14 sheets.

The work program was compiled by:

Head of the Department of Physical Education  
and the basics of military training  
Candidate of Pedagogical Sciences, Associate Professor Zhivoderov A.V.



Associate Professor of the Department of Physical Education  
and the basics of military training  
Candidate of Pedagogical Sciences, Associate Professor Evdokimov I.M.



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

Saint Petersburg  
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

3.	ID – 3UK-7	<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
		<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  
(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.

	b) the fight against nationalism, cosmopolitanism, commercialization and professionalization in sports. c) harmonious development of personality. <b>d) the desire to publicly prove personal superiority over opponents.</b>
7.	<b>Who first introduced the physical education system in Russia?</b> a) Ivan the Terrible. <b>b) Peter I.</b> c) Lenin V.I. d) Catherine II.
8.	<b>In what year was the GTO program created?</b> <b>a) 1931</b> b) 1941 c) 1950 d) 1899
9.	<b>What is one of P.F. Lesgaft's merits?</b> a) He developed a division of sports into types <b>b) He created a special educational institution for training physical education teachers</b> c) He participated in the program to resume the Olympic Games d) He was the first in Russia to introduce the practice of sports medicine

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

No.	Control questions
1.	<b>The purpose and objectives of athletic gymnastics?</b> The main goals of athletic gymnastics are: strengthening health, increasing physical and mental performance; forming a strong, harmoniously developed person.
2.	<b>Muscle strength is?</b> "Strength" is the ability of a person to overcome external resistance or to counteract this resistance by means of muscle tension.
3.	<b>Three body types for gaining muscle mass?</b> - Asthenic; - Normosthenic; - Hypersthenic.
4.	<b>What factors influence the development of maximum muscle strength?</b> The maximum strength that a muscle can develop directly depends on a number of factors: - from the physiological cross-sectional area of muscle fibers: as the diameter of the muscle increases, so does the strength; - from the length of the muscle before contraction: the muscle is able to develop maximum force if it was in a relaxed state before contraction;



	- 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.
<b>5.</b>	<b>Types of muscle fibers?</b> <u>"Slow" (red) muscle fibers</u> These are small diameter fibers that use the oxidation of carbohydrates and fatty acids to obtain energy (aerobic energy production system). <u>"Fast" (white) muscle fibers</u> 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.
<b>6.</b>	<b>What specific nutrients does a person need for constant metabolism and physical activity?</b> - Proteins; - Fats; - Carbohydrates.
<b>7.</b>	<b>What is the normal daily protein intake?</b> 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. For example, if you weigh 70 kg, you should consume at least 140 g of protein per day for full muscle growth.
<b>8.</b>	<b>Where and in what quantities are carbohydrates stored as glycogen in the human body?</b> In the muscles and liver, carbohydrates accumulate in the form of glycogen in an average amount of 120 g.
<b>9.</b>	<b>How many kilocalories does 1 gram of fat provide when broken down?</b> 1 g of fat when oxidized gives 9.3 kcal
<b>10.</b>	<b>Groups of vitamin division varieties? How many are there? What are they?</b> 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. 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 skills. Features of development of physical quality endurance

No.	Control questions
<b>1.</b>	<b>Is this endurance?</b>

	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>The period of speed development is 11–14 years: at this age the most significant rates of speed growth are observed.</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> - Coordination skills(coordination and reorganization of movements, differentiation of efforts, muscle coordination, voluntary relaxation); - Various reactions (visual-motor, switching attention); - Feelings(balance, time and space, orientation, rhythm).
3.	<b>How is dexterity differentiated?</b> There are different types of dexterity: - general; - special; - jumping; - acrobatic; - high-speed.
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. <u>Orthostatic test</u></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. <u>60-80 beats per minute.</u></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. <u>For 5-10 hits</u></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. <u>30-40mm Hg</u></li> <li>2. 20-40mm Hg</li> <li>3. 50-60mm Hg</li> </ol>

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

No.	Control questions
<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.