

**MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN
FEDERATION**

**Federal State Autonomous Educational Institution of Higher Education
NORTH-CAUCASUS FEDERAL UNIVERSITY**

Methodological Guidelines for Practical Work in the Physical Culture and Sport Discipline
for students majoring in the field of study (specialty)

Stavropol 2026

INTRODUCTION

The conceptual provisions of the main regulatory documents for the Physical Culture and Sport discipline put forth the holistic development of the student's personality as a crucial component of education. The discipline possesses unlimited health-improving, educational, and instructional potential. The focus of the program material is driven by the formation of necessary competencies that ensure the preservation and strengthening of health, mental well-being, the development and improvement of psychophysical abilities, and the traits and qualities of the student's personality that foster active motivation for self-development and self-improvement.

The Aim of studying the discipline is to deliver to students theoretical knowledge of the foundations of physical education and sport, which is intended for further implementation in practical activities through skills and habits.

Objectives

- shaping intellectual knowledge that contributes to the development of abilities for professional creative activity;
- development of motivational-value orientations toward health, physical self-improvement, and the need for regular physical culture and sports activities;
- shaping social and spiritual values that determine the student's general cultural level, while aimed at a healthy lifestyle, mental well-being, self-development, and self-education.

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

- AI-1 UC-7 determine the personal level of formation of indicators of physical development and physical fitness;
- AI-2 UC-7 master the technologies of a healthy lifestyle and health preservation, select a complex of physical exercises taking into account their impact on functional and motor capabilities, adaptive resources of the body, and on strengthening health.

Practical Class # 1

Theme (3): Historical and Sociocultural Conditions for the Development of Physical Culture and Sport

Purpose – to develop an understanding of the historical stages of the development of physical culture as a part of society's culture.

As a result of mastering the theme, the student is to acquire knowledge about the main historical stages of the development of physical culture as a part of society's culture. Rationale: at the current stage of development, in the context of the qualitative transformation of all aspects of society's life, the requirements for the physical fitness of citizens necessary for their successful labor activity are also increasing.

Theoretical Part

Human civilization possesses a supreme value – culture. Culture is a concept that has a huge number of definitions in modern life across various fields of human activity, formed by society taking into account the development of its material and spiritual values, relying on the heritage of all previous generations and transmitting this heritage to the future generation. The Explanatory Dictionary of the Russian Language by S.I. Ozhegov defines culture as the aggregate of production, social, and spiritual achievements of people, as well as a high level of something, high development, or skill.

Culture results from human creativity in various spheres of activity, the commonality of their material and spiritual values, the development of spiritual, bodily, and mental qualities of a person aimed at improving human capabilities, as well as the aggregate of all knowledge available to a person and society at a particular stage of development. From childhood, the main spheres of human activity are shaped in our mind, which include such cultural phenomena as science, technology, art, music, literature, and painting. It is no secret that human beings themselves and society act as the carriers of culture throughout the existence of mankind.

The origination and development of culture, as culture in general, has been carried out over many centuries and is a lengthy process. Mastering a huge layer of Russian culture created by the Russian people over many centuries represents a highly complex task. The basis of culture consists of national-spiritual, socio-cultural, ethical, aesthetic, and moral values, while a personality within a human being can develop only when they are educated and brought up on cultural traditions.

Culture is created by people, and their worldview, understanding of the world, feelings, tastes, desires, and interests are formed in specific social, economic, and public conditions. The geographical environment, as well as morals, traditions, customs, and all the cultural heritage inherited by modern society from previous generations, exert a significant influence on the developing culture of a nation. Physical culture is a layer of culture that represents an aggregate of

knowledge aimed at the development and strengthening of the physical health of an individual and society. As a social phenomenon, physical culture has functioned throughout the entire history of the development of human society. It is impossible to determine the exact time of the emergence of the first seeds of physical culture, as the roots of culture go back to ancient times. However, it can be safely said that physical culture emerged and developed simultaneously with general human culture. The accumulation of empirical knowledge about the influence of motor actions on the body was obtained by humans as a result of everyday activities. This led to the awareness of the exercise effect, to the knowledge of ways to transmit experience, and served as one of the prerequisites for the emergence of physical exercises and, at the same time, the entire system of physical education. The creation of the first methodologies for physical education covers the periods of the slave-owning states of Ancient Greece and the Middle Ages (the period from the 4th to the 14th centuries). Methodologies were created through empirical means. Examples of this include the systems for educating youth in the ancient Greek cities of Sparta and Athens, ancient Persia, and Egypt. Initially, private methodologies were developed for teaching specific actions: handling tools of labor, hunting, war, and performing individual exercises - swimming, fencing, javelin throwing, wrestling (Fig. 1), etc. In the Middle Ages, the first manuals on gymnastics, horse riding, and fencing appeared. Famous representatives of ancient philosophy, Aristotle and Plato, paid particularly great attention to questions of pedagogy. Plato's works contain profound statements about the relationship between gymnastics, education, and the needs of the body, making the realization of some of the tasks he set directly dependent on gymnastic education. The intensive accumulation of theoretical knowledge about physical education occurred from the Renaissance era (14th-16th centuries) until the end of the 19th century. The development of sciences about humans, their upbringing, education, and medical treatment prompted philosophers, educators, and doctors to turn their attention to the problems of physical education. There was an accumulation of philosophical, pedagogical, and medical information about the essence of physical education. Already during the Renaissance, humanist educators viewed physical education as an obligatory part of education as a whole. The development of knowledge and the clarification of the specific nature of the physical education process determined the significant difference of its goals, principles, means, and methods from mental education, which served to separate it into an independent field of knowledge – the science of physical (bodily) education proper. Various systems of views (theories) concerning the pedagogical and sociological aspects of physical education were created. The theory of Jan Amos Comenius (1592-1670) was based on the conviction that physical exercise classes should be conducted on the basis of the child's labor skills and contribute to preparing them for life, ensuring their physical and moral education. The views of John Locke (1632-1704), set forth in the book *Some Thoughts Concerning Education*

(1693), boiled down to educating a healthy gentleman capable of achieving personal well-being. The physical education system of Jean-Jacques Rousseau (1712-1778) was already distinguished by the differentiated education of boys and girls. He believed that boys should be hardened from an early age, bathed in cold water, and accustomed to physical exercises to develop strength and cultivate will. The physical education of girls should be limited to the development of ease, elegance, and grace of movement. Heinrich Pestalozzi (1746-1827) sought to improve the situation of working people, especially peasants, through the harmonious development of physical, mental, and moral capacities. German scholars K. Marx and F. Engels drew attention to physical education as a part of the comprehensive, harmonious education of the personality and defined its place in communist education. For many years, up until the 1990s, this determined the methodological research of many scientists in various countries. The creation of the theory and methodology of physical education as an independent scientific and academic discipline in Russia covers the period from the end of the 19th century until 1917. A major contribution to the development of the theory of physical education (TPE) was made by scientists P.F. Lesgaft (1837-1909), G. Démenÿ (1850-1917), and others. In the works of P.F. Lesgaft, the theory of physical education was based on the process of teaching physical exercises, which made it possible to develop the Guide to the Physical Education of School-Aged Children. He sought to substantiate the system of physical education according to physiological regularities and the age characteristics of those involved, which served as the basis for the formation of pedagogical principles of consistency, gradualness, and harmony of physical development. G. Démenÿ, developing a system for teaching movements, paid attention to the sequence of transition from simple exercises to complex ones, from easier to more difficult ones, and from known to unknown ones. He proposed a classification of physical exercises by coordination structure, etc. The intensive development of the science of physical education began after 1917 in Russia, in the direction of the biological substantiation of motor activity, the pedagogical principles of their use, and the social conditioning of physical education as an integral part of the upbringing of the builders of communism. The works of physiologists I.M. Sechenov (physiology of the nervous system, respiration, fatigue, the nature of voluntary movements and mental phenomena), I.P. Pavlov (physiology of higher nervous activity, the vital activity of the integral organism in connection with the external environment), N.E. Vvedensky and A.A. Ukhtomsky (processes of excitation and inhibition in nervous and muscular tissue), N.A. Bernstein (physiology of the construction of movements), G.V. Folbort, D.B. Dill (development of fatigue and recovery processes), and other scientists formed the basis for substantiating the pedagogical regularities of physical education, the theory of teaching motor actions, and the development of motor abilities not only for their harmonious development but also for athletic improvement. In the 1950s and 1960s, specialized branches of biological disciplines substantiating the system of

athlete training (sports physiology, biomechanics, biochemistry, etc.) began to develop with particular intensity. An objective need arose to integrate knowledge related to athlete training that had been accumulated in various fields of science. As a result of the differentiation of knowledge in the theory and methodology of physical education, the science of sports emerged. Elite sport, which was rapidly progressing within the framework of the Olympic and professional international sports movement, turned out to be the catalyst for its accelerated development, especially in recent decades. It became a kind of natural laboratory that concentrated major research resources on finding new ways to identify and maximally develop human capabilities. The theory of sports has now taken shape in many countries of the world as a core subject in the professional training of sports specialists. Simultaneously, the formation of an overarching discipline was underway, and an attempt was made to integrate scientific knowledge into the Theory of Physical Culture. The first textbook on the Theory of Physical Culture was a guide published by G.A. Duperron in 1926. In his interpretation of physical culture, the author includes not only the performance of physical exercises at a specially designated time, but also all areas of life that can affect the state of the body and fall within the sphere of physical culture: sleep, nutrition, clothing, methods of work, hygiene, hardening, massage, etc. G.A. Duperron considered the tasks of physical culture to be: curing a sick organism; strengthening and protecting a developing and weak organism; maintaining a normal organism in health and perfecting it. Back in 1925, theorists of physical culture placed a physically cultured individual's physical, mental, and social health at the forefront. Fifty years later, the World Health Organization defined health as a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity. The incompleteness of the initial factual materials and certain other reasons prevented the formation of the theory of physical culture as a holistic scientific discipline at that time. Only a part of it, the theory and methodology of physical education, underwent development. During this period, the first works of domestic specialists on the psychology of physical education and sport appeared (P.A. Rudik, T.R. Nikitin, A.P. Nechaev, A.Ts. Puni, and others). The sixth stage of integrating knowledge into a general theory of physical culture relates to the 1970s. The formation of a generalized theory of physical culture took place in the context of the active development of the theory of culture as a whole by a number of scientists - such as V.M. Vydrin, B.V. Evstafiev, Yu.M. Nikolaev, N.A. Ponomarev, N.I. Ponomarev, V.I. Stolyarov, and others. The development of sociology, anthropology, social psychology, the general theory of education, and other sciences exerted a significant influence on the formation of the theory of physical culture. The leading theorist and integrator of scientific knowledge in the field of physical culture is Professor L.P. Matveev. The influence of the social, political, and ideological conditions of the 1970s and 1980s led to the development and interpretation of the theory of physical culture as one of the effective

ways to educate a builder of communism – a harmoniously developed and socially active personality, ready for labor and defense of a communist-type society. The tasks of the totalitarian state were considered first and foremost: an individual had to prepare themselves for labor for the benefit of the state and for the defense of the state, and for this sake, maintain their readiness for as long as possible. Hence the name of the regulatory complexes Ready for Labor and Defense (Fig. 2). The original idea of Duperron's theory of physical culture as a culture of the body and human health was dissolved in the ideologization and politicization of science. Neglecting the priorities of individual interests, despite the full accessibility of the means and forms of physical culture, did not lead to the universal health of the nation. One cannot force a person to be healthy and happy. As the needs for physical education of certain age groups increased and its social significance rose, a number of socially important components and forms of using physical culture emerged. These are everyday forms of independent involvement of people in physical culture, industrial physical culture, recreational, rehabilitative, and other forms of physical culture, which increasingly fill the budget of free time, the rest regime, and the cultural activities of the population. The seventh stage of the development of the theory of physical culture (TPC) can be attributed to the 1990s. The priorities of personal needs in the field of state policy gave a new impulse to the development of physical culture. The need for active recreational leisure led to the development of game sports that attract people with a constantly changing situation and game intrigue – ball games: volleyball, basketball, football, tennis, etc. Until the 1990s, these traditional types were widely introduced into the physical education of all age groups of the population in both mandatory and voluntary forms of classes. In the early 1990s, new types of motor activity began to develop intensively based on traditional sports. The population's demand for recreational entertainment and health improvement using motor activity drove the supply. Physical exercise classes in certain segments of society shifted from the category of boring and mandatory to the category of fashionable and elite. Thus, the methodology of using traditional types of gymnastics, acrobatics, swimming, and weightlifting for recreational and health-improving purposes developed intensively, which led to the attraction of new technologies from abroad in the form of modern training equipment and new types of motor activity – aerobics, shaping, step aerobics, slide aerobics, etc. Based on the integration of various types of exercises, new types of exercises arose: a combination of aerobics and swimming – aqua aerobics (Fig. 3), bicycle and gymnastics – velocinetics, acrobatics and jump rope exercises – rope skipping, etc. Eastern martial arts (Karate-do, Aikido, Wushu, Taekwondo, etc.) became actively and widely widespread. However, the lack of knowledge of the Chinese, Japanese, Korean, and Vietnamese languages, religions, customs, and traditions, on which a particular system of Asian martial arts grew up, as a rule, leads down the path of misconceptions and fabrications. Therefore, the enrichment of the domestic

theory of physical culture with Eastern methodologies should be accompanied by scientific research. The intensive development of physical education methodologies outpaces theory, which must provide a scientific basis, identify general and specific regularities of the influence of new types of motor activity on the human body, and determine the possibility of their application in various age periods, load dosing methods, and norms. This state of the theory of physical culture is characterized by an intensive path of development.

Conclusion

The development of physical culture in society was influenced by the production relations of people, economic, political, and ideological forms of struggle, and the achievements of science, philosophy, art. At the same time, physical culture has a history as ancient as society itself. Physical culture not only fulfills the tasks of a person's physical development, but also develops social functions in the field of morals, morality, upbringing, ethics, and aesthetics.

Questions for Self-Check

1. What focus did the physical culture of the slave-owning society have?
2. From what age were professional warriors prepared in the ancient Russian early feudal state?
3. In what year was the USSR National physical culture complex of **Ready for Labor and Defense** introduced in Russia?
4. In what year was the country's largest higher education institution in the field of physical culture and sports established?
5. What did sports competitions represent in the Middle Ages?

Practical Lesson # 2

Theme (4): The Olympic Movement: History, Principles, Traditions, Rules (Part 1)

Aim – promotion of Olympic principles among university students.

As a result of mastering the theme, the student shall acquire knowledge about the educational, moral, and ethical values of Olympism.

Rationale: The sphere of physical culture and sports is an important component of modern society. It lays the foundations not for physical development, intellectual perfection, aesthetic beauty, and athletic aspirations only, yet also guides one onto the path of moral-volitional establishment and the formation of civic solidarity, the significance of which is particularly important currently. Higher educational institutions of physical culture accumulate these vital values and transmit them to society.

Theoretical Part

The Olympic Charter is a code of laws, something like a constitution, by which a very complex and very beautiful community of people on our planet, called the Olympic movement, lives. Since those distant times when Coubertin himself worked on the Charter, it has, of course, changed in some of its parts. This is natural: after all, time changed, humanity itself changed, and the Olympic movement changed as it gained strength and became increasingly interesting. The foundations of the currently effective edition of the Charter were adopted in 1991, although every year the International Olympic Committee introduces changes and additions to it.

The first section of the Charter is dedicated to the fundamental principles of the Olympic movement, its organization, its participants, and their interaction. This same section covers the Olympic symbol, motto, emblem, flag, and the Olympic flame.

The second section of the Charter speaks about the International Olympic Committee, the principles of its formation, its rights and duties, and its order of work.

The third section covers international sports federations – the supreme international organizations governing the development of sports and their interaction with the IOC.

The fourth section is dedicated to national Olympic committees that carry out work on the development of the Olympic movement in their countries.

The fifth section is about the Olympic Games themselves: the rules for admitting athletes to them, the program of the Games, and the order of their execution. Among other things, the Charter gives a precise explanation of various concepts and terms associated with Olympism. For example, what does the word Olympiad mean? Sometimes the Olympic Games are mistakenly called Olympiads – the Winter Olympiad in Lake Placid, the Summer Olympiad in Barcelona. An Olympiad has its own number starting from 1896. Every 4 years, the number of the Olympiad increases by one. But there may be no Games in an Olympiad: this happened, as we have already written, in 1916, when due to the First World War the Games of the 6th Olympiad did not take place; it was also the case in 1940 and 1944, when the Games of the 12th and 13th Olympiads were not held. Therefore, to be precise, one should say: the Games of this or that very Olympiad. It will not be an error to say: the Games of this or that year, or, for example, the Moscow Olympic Games. One cannot speak of the Games of an Olympiad like this: the first... fifth... tenth Olympic Games. For example, one cannot say: the 22nd Olympic Games in Moscow. No, these are the Games of the 22nd Olympiad. The ancient Olympians had their own signs of distinction – awards. Of course, they are not very similar to ours. But still, they existed. For instance, laurel wreaths are still presented to winners today, for example, in speed skating. In one way or another, times change, and we change with them, as the ancient Romans used to say... What is it like, the modern Olympic symbol? Why, everyone knows it: five intertwined rings. Sometimes they are presented

in a black-and-white version. But more often, the rings are colored. They symbolize the unity of the athletes of the five continents of the globe, embodying their meeting at the Olympic Games.

The layout is a strict matter. The Charter precisely specifies that the three upper rings go from left to right in this order: blue, black, red, and at the bottom, yellow and green. Regarding the Olympic motto: CITIUS, ALTIUS, FORTIUS (FASTER, HIGHER, STRONGER), which very precisely expresses the aspiration of modern Olympism. Many people think that the motto was invented by Pierre de Coubertin. However, this is not so. By the way, the founder of the modern Olympic movement never claimed authorship. These words, strangely enough, belong to a priest, a French priest named Henri Didon, the director of a spiritual college. Coubertin liked them very much, and the humble priest, of course, could not even conceive that three successfully chosen words would immortalize his name.

The Olympic Emblem

It is also very clearly defined in the Charter. Its core element is the five rings we have already described, which are combined with some other element. Thus, the emblem of the IOC is the Olympic rings with the motto: Faster, higher, stronger. National Olympic Committees – each one – have their own emblem. But the mandatory basis is the five rings. For example, the emblem of the Russian Olympic Committee consists of the five Olympic rings and an image of a three-colored tongue of flame. You can probably guess its colors yourself: white, blue, and red – these are the colors of the State Flag of the Russian Federation.

The Olympic Flag

Its idea, like much else in the Olympic movement, was proposed by Pierre de Coubertin. The IOC approved it in 1913. It was decided to raise the flag at the Games of 1916. However, the First World War interfered! And the flag is beautiful indeed: on a white satin cloth measuring two by three meters is the Olympic symbol – five multicolored rings. The white field of the flag complements the idea of friendship among all nations of the Earth without exception. For the first time, strangely enough, this flag appeared not at the Olympic Games, but at the Pan-Egyptian Games on April 5, 1914: the fact is that these Games were also conducted under the patronage of the IOC. And at Olympic competitions, the flag was raised for the first time in 1920. At the closing of the Games, a representative of the city that hosted them hands the flag over to the president of the IOC. And the president, in turn, presents the cloth to the mayor of the city that will become the host of the future Games. There is also an Olympic Anthem, performed both at the Games and on other solemn occasions in the Olympic movement.

Sacred Fire

The thought of lighting the Olympic flame right in the ancient ancestral homeland of this beautiful festival was born to Coubertin back in 1912. He also thought out the entire solemn,

romantic ritual of lighting the fire. A bundle of sun rays, concentrated by a concave mirror, is directed at the torch. Now the torch begins to smoke. Another second – and it bursts into a bright, unquenchable fire! The tradition of lighting the Olympic flame in the stadium took its origin in 1928, at the Games in Amsterdam. And at the Winter Games, this occurred in 1952 in Oslo. The relay of Olympic torches, the first of which bursts into flame in Olympia, took place for the first time in 1936. Day and night, torchbearers carry the lit flame through rain, snowfall, and stormy winds; therefore, they must be very courageous people. The final steps, the final lap around the track of the Olympic stadium. This honor is usually granted to the best, one of the most famous athletes of the country where the Olympic Games are being held. For us, for example, at the Games in Moscow, the fire was lit by Sergei Belov, the famous basketball player, world champion, and Olympic champion.

The Oath

There are two Olympic oaths. The first is on behalf of the participants. Its text was proposed by Pierre de Coubertin. True, the oath has changed somewhat today. This is how it sounds in our days: On behalf of all the competitors, I promise that we shall take part in these Olympic Games, respecting and abiding by the rules which govern them, in the true spirit of sportsmanship, for the glory of sport and the honor of our teams. At the Games in Moscow, these words were pronounced by gymnast Nikolai Andrianov. And the Olympic oath sounded for the first time in 1920. The second is the oath of the sports officials (judges). Our country should perhaps be particularly proud of this Olympic tradition. It appeared at the '68 Games in Mexico City. And it was proposed by our Olympic Committee! The text of the oath is as follows: On behalf of all the judges and officials, I promise that we shall officiate in these Olympic Games with complete impartiality, respecting and abiding by the rules which govern them in the true spirit of sportsmanship. And in this oath, there are intelligible, and most importantly – responsible words!

The Mascot

So far, we have been speaking about solemn and, so to say, strict traditions. But there is also a touching, kind, and slightly funny tradition in the execution of the Olympic Games. Athletes and fans are slightly superstitious. Half-jokingly, half-seriously, they believe in various omens and carry mascots with them. It is known, for example, that the best football goalkeeper of all time, Lev Yashin, kept his first cap for many decades. Thus, at the Olympic Games – and this happened for the first time at the Games in Mexico City – a mascot appeared. But not personally for someone, but for everyone, a shared one: to bring happiness to any Olympian and any fan. A jaguar became the mascot. And this, it must be said, is one of the favorite animals in Mexico. Everyone immediately liked the new Olympic custom. Four years later in Munich, a new mascot appeared – the dachshund Waldi. In Montreal, the mascot became a traditional inhabitant of the Canadian

forests – the beaver Amik. When a competition was announced for the creation of a mascot for the Olympic Games in Moscow, many well-known artists took part in it. The best proposal was recognized as the cute bear Misha, drawn by the Moscow artist Viktor Aleksandrovich Chizhikov.

Awards

Everyone, of course, knows about Olympic medals. They are presented in each event of the program to the winner and the runners-up: gold, silver, and bronze. For third place, the medal is indeed bronze; for second place, it is indeed silver. But for first place... it is also silver, but covered with a thick layer of gold (not less than 6 grams). The winners and runners-up are also presented with lapel pins. Correspondingly – gold, silver, bronze. Athletes who took first through eighth places in individual and team competitions receive diplomas from the IOC. Diplomas, as well as commemorative medals, are presented to all participants of the Games and team officials. For special merits to the Olympic movement, the IOC awards the Olympic Order. The Charter precisely and strictly determines the rules according to which the Olympic Games must be conducted. Deviating from the rules is forbidden. But in addition to them, introducing something of one's own, something good, is permitted. The Games of the Olympiad are conducted in the first year of the Olympiad, and the Olympic Winter Games – in the third year of the Olympiad. Although until 1994, the Winter Games were conducted in the same year as the Games of the Olympiad. The duration of the Games must not exceed sixteen days. The majority of Olympic competitions must be conducted in the main city of the Games, unless the IOC has given special permission to deviate from this rule. This, by the way, was the case for us in 1980. As for the Olympic Winter Games, the IOC can act even more democratically in some cases. If the host city and its country do not have the capability to conduct certain types of competitions, they can be moved even to another state. After the election of the host city for the Games, the national Olympic committee and the city itself form an organizing committee, and a highly representative one at that. The Charter strictly defines the requirements for athletes who want to participate in the Games. From the Olympic oath, we already know that every athlete must respect and abide by the rules of competition and contend in a true sporting spirit, that is, honestly. An athlete must not use substances prohibited by the IOC and international sports federations. The Olympic Games are managed from start to finish by the IOC. But your sports competitions take place under the direction of the international federation for the corresponding sport. All places of training, competitions, and all equipment must comply with the rules and norms of this federation. The federation also appoints the judges, timekeepers, and members of the jury of appeal. In general, the spectators are, of course, local fans. But there are also guests from all over the world. They do not want to live just anywhere or anyhow. This means the host city must have a sufficient number of good hotels. There are also volunteers. A voluntary assistant who, completely free of charge,

simply out of a pure heart and a kind soul, is ready to engage in some good deed for the common benefit. An Olympic city needs many thousands of such kind... volunteers. And what is it – a volunteer (dobrovolets)? Let us listen closely to the very sound of the word. A volunteer is a person of good will (dobroy voli). A very Olympic concept! The organizers of the Games must also take care of preparing voluntary helpers.

Questions for Self-Check

1. What historical prerequisites lie at the basis of the emergence of international Olympic education?
2. Olympic education in the USSR and Russia. Management of Olympic education in the ROC.
3. At which congress was the IOC established and the Charter adopted?
4. Fundamental principles of Olympism.
5. Olympism as a phenomenon of culture.
6. Tell us about the International Fair Play Committee.

Practical Lesson # 3

Theme (6): Scientific Organization of Labor and Physical Culture of the Student

Aim – to shape the physical culture within the student's personality. As a result of mastering the theme, the student is to acquire knowledge about the scientific arrangements regarding student labor.

Rationale: For the scientific substantiation of the process of forming specialists in higher education, it is necessary to clearly visualize the picture of all aspects of the vital activity of students, their lifestyle.

Theoretical Part Socio-Psychological and Psychophysical Characteristics of Student Age For the scientific substantiation of the process of forming specialists in higher education, it is necessary to clearly visualize the picture of all aspects of the vital activity of students, their lifestyle. Whether a student will become a professional in their chosen specialty depends not only on how well they study, but also on the entire integrity of their being. The social face of a student is characterized by their lifestyle. The highest moral principles and modern knowledge remain a dead weight if they are not implemented in a person's lifestyle. The primary task of successful management of the educational and upbringing process in a higher education institution is to take into account the living conditions of students, their socio-demographic and socio-psychological characteristics, and the degree of correspondence of the level of motivational-value orientations and the nature of student activity to the ideal of a specialist. At the same time, every student needs to know the age

characteristics of their body, their psychophysical strengths, and the capabilities of their age in order to optimally organize their labor, study, and rest. A student, as a person of a certain age and as a personality, can be characterized from three sides. First, from the social side, which reflects public relations, the inclusion of the young person into the student environment, and the fulfillment of the functions and duties prescribed by the university process of education and upbringing. Second, from the psychological side, which represents a unity of mental processes, states, and personality traits (temperament, character, abilities, orientation). Third, from the biological side, which includes the type of higher nervous activity. This side is determined by genetic and age characteristics, but changes within certain limits under the influence of living conditions and purposeful upbringing and self-education. The student age can be characterized by intensive work on the shaping one's personality and the development of a behavioral style. This is a period of searching by young people for answers to a variety of moral-ethical, aesthetic, scientific, general cultural, political, and other worldview questions. During this period, youth begin to realize their social role and the significance of their future profession. They manifest themselves in creative activity – scientific, public, artistic, physical culture and sports, and other types. The most important features of the student age are:

- self-knowledge – the first prerequisite for the activity of a developing personality. Without realizing oneself, without comparing oneself with others, and without evaluating one's I, a young person is incapable of self-assessment;
- self-assertion – the need to occupy a certain position and authority in the collective; it can manifest through an incompletely conscious, and therefore false, desire to draw attention to oneself at all costs through originality of behavior, through negativism, boldness, and straightforward assertions. Self-assertion can be the cause of a student's positive or negative behavior;
- independence – the desire to test one's strength and character;
- self-determination – the search for one's moral ideal, defining ideal values for oneself, a life calling, starting a family, and much more;
- collectivism – the need for friendly communication and relying on the opinion of comrades;
- maximalism – acting on the principle of all or nothing, doing more than is realistically possible.

It is a known fact that the body development is completed during the student age, so young people possess great capabilities for serious physical labor, study, and sports. The process of perfecting motor functions is also close to completion. Energy expenditure per unit of body mass is 22-24 kcal/kg per day, i.e., the same as in an adult. The formation of the topography of the strength of various muscle groups, which is typical for adults, is completed, and maximum indicators of strength (per 1 kg of body weight), speed of movements, and other physical indicators increase. However, the development of indicators of muscle contraction speed and strength does

not occur simultaneously. The relative magnitude of the strength of various muscle groups is formed by 17, and speed – by 15. By 18-20, the formation of vegetative functions is completed, and a high level of their interaction is achieved. By this time, endurance – one of the most important motor qualities determining a person's general working capacity – reaches a high level.

Therefore, in the student age, it is necessary to pay great attention to the development of various forms of endurance. Thus, the student period is the most favorable stage for the progressive age-related development of physical qualities and the formation of motor skills and habits, the psychophysical optimum of a person, when the effectiveness of the impact of physical exercises on the body turns out to be highly significant.

This is why physical culture and sport during this period become an essential means of strengthening health, a natural biological basis for the formation of a person, effective academic work, and mastering science. In the student age, the establishment of the integrity of the intellect also takes place, the most active development of sensory-perceptual, psychomotor, speech-thought, and other functions occurs, and the main cycle of human somatic formation is completed. During this period, the highest activity of operational memory and speed of attention switching are noted.

Questions for Self-Check

1. What do the general cultural and specific functions of physical culture consist of?
2. List the basic concepts of physical culture.
3. Give definitions for the concepts of physical education and physical development.
4. What is the role of physical culture in the professional-applied preparation of students?
5. Characterize the differences between physical culture and sport.
6. Name the forms of physical culture.
7. What are the fundamentals of organizing physical education in a higher education institution?

Practical Lesson # 4

Theme (9): Health-Improving and Recreational Physical Culture

Aim – to develop an understanding of the influence that physical exercises have on human health.

As a result of mastering the theme, the student is to acquire knowledge about the main forms of physical culture and health-improving classes. Rationale: a personality's achievement of

the peaks of their development is possible in a state where a person can manifest all the natural properties and abilities inherent in them, and this depends on the state of their health.

Theoretical Part

The structure of the human body predetermined the normal functioning of organs and systems under conditions of active motor activity. A decrease in motor activity leads to functional and morphological changes in the body that affect the reduction of life expectancy.

Motor activity restrains age-related involutional changes and contributes to prolonging the period of active creative life. Numerous experimental and clinical studies have established that restriction of mobility causes unfavorable changes in all organs and systems of the body. This necessitates the development of practical measures for the prevention of various diseases.

Health-improving and recreational physical culture is rest, recovery of strength using the means of physical education (physical exercises, active and sports games, tourism, hunting, physical culture and sports entertainment). The term recreation (from Latin *recreatio*) means rest, recovery of a person's strength expended in the process of labor, training sessions, or competitions. To emphasize the specific meaning of this term in the field of physical culture, one often speaks of physical recreation. In modern society, the main functions of physical recreation boil down to the following:

- socio-genetic (mechanism of assimilating socio-historical experience);
- creative-attributive (allows it to be viewed in development and perfection);
- systemic-functional (revealing physical recreation as a function of a specific social system);
- axiological (value-orientational);
- communicative (an important means of informal communication among people).

The main types of physical recreation are tourism (hiking, water, cycling), walking and skiing trips, swimming, all kinds of mass games: volleyball, tennis, gorodki game, badminton, fishing, hunting, etc. By the number of participants, recreational classes can be individual or group (family, interest group, etc.).

Health-improving and rehabilitation physical culture is the specially directed use of physical exercises as a means of treating diseases and restoring body functions that were disrupted or lost due to diseases, injuries, excess fatigue, and other reasons. The use of individual forms of movements and motor regimes for this purpose began, judging by historical data, back in ancient medicine and by now has firmly entered the healthcare system, predominantly in the form of therapeutic physical culture. The general understanding of treatment with the help of physical exercises is based on the fact of health improvement of the body driven by improved blood

circulation and oxygen supply to both sick and healthy tissues, increased muscle tone, reduction of fat stores, etc. Depending on the age gradation of people, recovery occurs in some cases due to the normalization of functions and body systems, and in others – due to the predominant development of compensatory reactions. In health-improving and rehabilitative physical culture, the role of such methodical principles as the principle of individualization and the gradual increase of loads increases significantly. The health-improving and rehabilitative direction in our country is represented mainly by three forms: 1) exercise therapy (LFK) groups at dispensaries and hospitals; 2) health groups in physical culture collectives, at physical culture and sports bases, etc.; 3) independent classes. The specifics of work in exercise therapy groups are considered in the relevant sections of the subject THERAPEUTIC PHYSICAL CULTURE. Within the framework of exercise therapy, therapeutic gymnastics, dosed walking, running, skiing trips, etc., are widely used. Motor regimes have been defined (sparing, tonic, training), and organizational-methodical forms of classes have been developed (lesson-based, individual, group).

A major role in the system of training an athlete is played by **Sports & Rehabilitation Physical Culture**. It is aimed at restoring the functional and adaptive capacity of the body after long periods of intense training and competition loads, especially during overtraining and the elimination of the consequences of sports injuries.

Hygienic Physical Culture represents various forms of physical culture included within the framework of everyday life (morning gymnastics, walks, physical exercises in the daily regime not associated with significant loads). Its main function is the operational optimization of the current functional state of the body within the framework of everyday life and extended rest.

Questions for Self-Check

1. How do physical culture classes affect the musculoskeletal system?
2. What factors relate to objective indicators of self-control?
3. How is the assessment of the functioning of the vegetative nervous system carried out?
4. What determines the effect of physical exercises?
5. What item is used for bosu classes?

Practical Lesson # 5

Theme (10): Characteristics of Physical Education of Students Having Various Deviations in their Health Status

Aim – mastering the main provisions of general physical, special, and sports preparation. As a result of mastering the theme, the student shall acquire knowledge about the principles, means, and methods of physical education; the fundamentals of teaching movements; and the development of physical and mental qualities. Rationale: for the successful execution of the main provisions of general physical, special, and sports preparation, students must possess basic knowledge about the upbringing and self-education of a whole range of necessary qualities, traits, and properties of the personality.

Theoretical Part

According to official documents, learners assigned to special medical groups are not exempted from general physical culture classes – they must attend them and wear sports uniform. The fulfillment of tasks through the lesson, however, is ensured through compliance with individual indications for physical exercise classes. The fulfillment of standards (tests) is not provided for. For learners assigned to special medical groups, in addition to mandatory physical culture classes, additional classes under special programs are provided. In classes for special medical groups, according to a specific program, particular attention of students is drawn to familiarization with the individual characteristics of their physical exercise classes, indications and contraindications for performing individual exercises, ensuring a health-improving effect on disrupted functions, recovery after performing exercises, increasing the number of exercises for restoring respiratory functions, the tempo of performance (which must be slow), and constant monitoring of heart rate and well-being. Participation in sports competitions is restricted and possible only by additional permission of a doctor. The purpose of therapeutic and health-improving physical culture for learners assigned to a special medical group is to accelerate the elimination of pathological processes, restore and strengthen health, and achieve the maximum possible level of physical development, psychological, and motor readiness for each individual.

The goal is to cultivate the habit of a healthy lifestyle and the need for independent systematic physical culture classes, as well as the normalization and improvement of the general functions of the body. The organization of classes involving students with certain dysfunctions provides for their additional division into groups that correspond to the nature of the main disease, the similarity of recommended means of health correction, and the age period (junior, middle, and senior school age):

Group A – cardiovascular and respiratory system diseases;

Group B – diseases affecting the gastrointestinal tract, liver, and kidneys;

Group V – visual impairment;

Group G – diseases of the endocrine system, metabolism;

Group D – diseases of the musculoskeletal system.

During classes with a special medical group, the following classification of exercises is to be applied: general health-improving exercises, general developmental exercises, specially-developing exercises, and specially health-improving exercises. General health-improving exercises: cyclic and dynamic (walking, running, swimming), performed with low (increase in HR by 20% from the baseline) and medium (HR increases by 20-50%) intensity. General developmental exercises - exercises that affect all functions of the body, stimulate physical development, and create a basis for the development of main motor qualities. Specially-developing exercises - exercises that affect the development of specific motor qualities and cause specific shifts in the body. Specially health-improving exercises - exercises that affect the disease process in the body.

Questions for Self-Check

1. Substantiate the system of organizing classes with students of a special medical group.
2. What is the purpose of organizing classes with students of a special medical group.
3. What classification of exercises exists for classes with a special medical group.

LITERATURE

Main Literature:

1. Basic Physical Culture [Electronic resource]: a textbook. - Izhevsk: Izhevsk State Agricultural Academy, 2020. - 132 p., unlimited copies.
2. Zenkova, T. A. Professional-Applied Physical Culture of Students [Electronic resource] / Zenkova T. A.: a textbook. - 2nd ed., enlarged. - Rostov-on-Don: RGUPS, 2020. - 152 p. - Approved by the academic-methodical council of the university. - ISBN 978-5-88814-921-8, unlimited copies.

Additional Literature:

1. Vetkov, N.E. Sports and Active Games / N.E. Vetkov: an academic-methodical manual [Electronic resource]: Interregional Academy of Safety and Survival (MABIV); Orel, 2016. - 126 p. - The book is in the basic version of the EBS IPRbooks, unlimited copies.
2. Vinogradov, P.A. All-Russian Physical Culture and Sports Complex Ready for Labor and Defense (GTO) – the path to health and physical perfection / P.A. Vinogradov / A.V. Tsarik /

Yu.V. Okunkov: a practical guide [Electronic resource]: Sport; Moscow, 2016. - 234 p. - The book is in the basic version of the EBS IPRbooks. - ISBN 978-5-906839-79-4, unlimited copies.

3. Datsenko, S. S. Volleyball: Theory and Practice: Textbook for higher education institutions of physical culture and sports / Datsenko S. S. - Moscow: Sport, 2016. - 456 p. - The book is in the basic version of the EBS IPRbooks. - ISBN 978-5-9906734-7-2, unlimited copies.

4. History of Physical Culture: textbook for universities / [S. N. Komarov, K. A. Tsaturova, Yu. F. Kuramshin et al.]; ed. by S. N. Komarov. - Moscow: Akademiya, 2013. - 239 p.; 22. - (Higher Professional Education. Physical Culture and Sport. Bachelor's Degree). - Approval: Rec. UMO. - Bibliogr.: p. 236. - ISBN 978-5-7695-9565-3, unlimited copies.

5. Nikolaev, V. S. Motor Activity and Human Health: (theoretical-methodical foundations of health-improving physical training) / V.S. Nikolaev; A.A. Schankin. - M.|Berlin: Direct-Media, 2015. - 80 p. - ISBN 978-5-4475-4860-5, unlimited copies.

6. Sunik, A. B. Modern Olympic Games: a brief historical essay (1896–2012) / Sunik A. B. - Moscow: Sovetsky Sport, 2013. - 232 p. - The book is in the basic version of the EBS IPRbooks. - ISBN 978-5-9718-0590-8, unlimited copies.

7. Kadyrov, R.M. Theory and Methodology of Physical Culture of Students of SPbGASU / R.M. Kadyrov / V.D. Getman / A.V. Karavan: a textbook [Electronic resource]: Saint Petersburg State University of Architecture and Civil Engineering, EBS ASV; Saint Petersburg, 2015. - 150 p. - The book is in the basic version of the EBS IPRbooks. - ISBN 978-5-9227-0620-9, unlimited copies.

List of Academic-Methodical Support for Students' Independent Work:

1. Guidelines for performing practical work in the discipline Physical Culture and Sport / comp. Grudnitskaya N.N. – NCFU, 2022. - [Electronic version].

2. Guidelines for organizing independent work in the discipline Physical Culture and Sport / comp. Grudnitskaya N.N. – NCFU, 2022. - [Electronic version].

List of the Internet Resources

1. <http://www.iprbookshop.ru> Electronic library system IPRbooks
2. <http://www.biblioclub.ru> University Library Online
3. <http://elibrary.ru/defaultx.asp> Scientific Electronic Library eLIBRARY.RU
4. <http://www.rsl.ru/ru/s97/s339> Russian State Library
5. <http://www.consultant.ru/ConsultantPlus>
6. <http://www.teoriya.ru/ru/taxonomy/term/3> Theory and Practice of Physical Cul

7. http://cnit.ssau.ru/kadis/ocnov_set/ – Fundamentals of physical culture in a higher education institution;
8. <http://grinchenko.teach.obr55.ru> – Website of a physical culture teacher
9. <http://www.k-yroky.ru/load/153> - For the lesson, physical culture.
10. <http://www.openclass.ru/sub/Физическая> культура – Open class, physical culture;

Practical Lesson # 6

Theme (11): Sports Training and its Place in the System of Students' Physical Education.

Aim – mastering the main provisions of general physical, special, and sports preparation.

As a result of mastering the theme, the student shall acquire knowledge about the principles, means, and methods of physical education; the fundamentals of teaching movements; and the development of physical and mental qualities.

Rationale: for the successful execution of the main provisions of general physical, special, and sports preparation, students must possess basic knowledge about the upbringing and self-education of a whole range of necessary qualities, traits, and properties of the personality.

Theoretical Part

In this theme, questions are highlighted regarding not only general, special, and sports preparation, but also the principles and methods of physical education, the fundamentals of teaching movements, as well as the influence of physical exercises and sports on the formation of the student's personality. One of the founders of the theory of physical education, Professor A.D. Novikov, formed an important methodological proposition that any quality can be cultivated only through activity and in the process of activity. Thus, the process of physical education and the formation of mental properties of the personality occurs by modeling life situations. The constant conscious overcoming of difficulties associated with regular physical culture and sports activities cultivates the will, develops emotional stability, and contributes to positive interpersonal and intergroup interactions, which can bear the character of both cooperation and competition.

As far as physical qualities are concerned, national sports theory typically distinguishes strength, speed, endurance, flexibility, and agility. Their manifestation depends on the capabilities of the body's functional systems and on their readiness for motor actions, during the teaching of which the task is set to bring motor skills, habits, and associated knowledge to a certain degree of perfection. As a result of general physical preparation, motor qualities develop and improve. Special physical preparation acts selectively and cultivates the physical qualities necessary for a specific sport. Technical preparation should be understood as the degree of mastery by an athlete of the system of movements (technique of a sport) corresponding to the characteristics of a given

sports discipline and aimed at achieving high athletic results. In the process of sports-technical preparation, it is necessary to achieve effectiveness, efficiency, stability, variability, and economy of technique. Sports-tactical preparation is a pedagogical process aimed at mastering rational forms of conducting an athletic struggle in the process of specific competitive activity. High tactical mastery is based on a good level of technical, physical, and mental aspects of preparation. The basis of sports-tactical mastery consists of tactical knowledge, skills, habits, and the quality of tactical thinking.

Questions for Self-Check

1. What are the principles of sports training?
2. What is the purpose of sports training?
3. What are the means of sports training?
4. What are the general pedagogical methods of sports training?
5. What are the principles of sports training?
6. What is the purpose of sports training?
7. What are the means of sports training?
8. What are the general pedagogical methods of sports training?

LITERATURE

Main Literature

1. Basic Physical Culture [Electronic resource]: a textbook. - Izhevsk: Izhevsk State Agricultural Academy, 2020. - 132 p., unlimited copies.
2. Zenkova, T. A. Professional-Applied Physical Culture of Students [Electronic resource] / Zenkova T. A.: a textbook. - 2nd ed., enlarged. - Rostov-on-Don: RGUPS, 2020. - 152 p. - Approved by the academic-methodical council of the university. - ISBN 978-5-88814-921-8, unlimited copies.

Additional Literature

1. Vetkov, N.E. Sports and Active Games / N.E. Vetkov: an academic-methodical manual [Electronic resource]: Interregional Academy of Safety and Survival (MABIV); Orel, 2016. - 126 p. - The book is in the basic version of the EBS IPRbooks, unlimited copies.
2. Vinogradov, P.A. All-Russian Physical Culture and Sports Complex Ready for Labor and Defense (GTO) – the path to health and physical perfection / P.A. Vinogradov / A.V. Tsarik / Yu.V. Okunkov: a practical guide [Electronic resource]: Sport; Moscow, 2016. - 234 p. - The book is in the basic version of the EBS IPRbooks. - ISBN 978-5-906839-79-4, unlimited copies.

3. Datsenko, S. S. Volleyball: Theory and Practice: Textbook for higher education institutions of physical culture and sports / Datsenko S. S. - Moscow: Sport, 2016. - 456 p. - The book is in the basic version of the EBS IPRbooks. - ISBN 978-5-9906734-7-2, unlimited copies.
4. History of Physical Culture: textbook for universities / [S. N. Komarov, K. A. Tsaturova, Yu. F. Kuramshin et al.]; ed. by S. N. Komarov. - Moscow: Akademiya, 2013. - 239 p.; 22. - (Higher Professional Education. Physical Culture and Sport. Bachelor's Degree). - Approval: Rec. UMO. - Bibliogr.: p. 236. - ISBN 978-5-7695-9565-3, unlimited copies.
5. Nikolaev, V. S. Motor Activity and Human Health: (theoretical-methodical foundations of health-improving physical training) / V.S. Nikolaev; A.A. Schankin. - M.|Berlin: Direct-Media, 2015. - 80 p. - ISBN 978-5-4475-4860-5, unlimited copies.
6. Sunik, A. B. Modern Olympic Games: a brief historical essay (1896–2012) / Sunik A. B. - Moscow: Sovetsky Sport, 2013. - 232 p. - The book is in the basic version of the EBS IPRbooks. - ISBN 978-5-9718-0590-8, unlimited copies.
7. Kadyrov, R.M. Theory and Methodology of Physical Culture of Students of SPbGASU / R.M. Kadyrov / V.D. Getman / A.V. Karavan: a textbook [Electronic resource]: Saint Petersburg State University of Architecture and Civil Engineering, EBS ASV; Saint Petersburg, 2015. - 150 p. - The book is in the basic version of the EBS IPRbooks. - ISBN 978-5-9227-0620-9, unlimited copies.

List of Academic-Methodical Support for Students' Independent Work

1. Guidelines for performing practical work in the discipline Physical Culture and Sport / comp. Grudnitskaya N.N. – NCFU, 2022. - [Electronic version].
2. Guidelines for organizing independent work in the discipline Physical Culture and Sport / comp. Grudnitskaya N.N. – NCFU, 2022. - [Electronic version].

List of the Internet Resources

1. <http://www.iprbookshop.ru> Electronic library system IPRbooks
2. <http://www.biblioclub.ru> University Library Online
3. <http://elibrary.ru/defaultx.asp> Scientific Electronic Library eLIBRARY.RU
4. <http://www.rsl.ru/ru/s97/s339> Russian State Library
5. <http://www.consultant.ru/ConsultantPlus>
6. <http://www.teoriya.ru/ru/taxonomy/term/3> Theory and Practice of Physical Culture
7. http://cnit.ssau.ru/kadis/ocnov_set/ – Fundamentals of physical culture in a higher education institution;

8. <http://grinchenko.teach.obr55.ru> – Website of a physical culture teacher
9. <http://www.k-yroky.ru/load/153> - For the lesson, physical culture.
10. <http://www.openclass.ru/sub/Физическая> культура – Open class, physical culture;

**MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN
FEDERATION**

Federal State Autonomous Educational Institution of Higher Education
NORTH-CAUCASUS FEDERAL UNIVERSITY

Methodological Guidelines for Independent Work in the Physical Culture and Sport Discipline
for students majoring in

Stavropol 2026

CONTENTS

1. Introduction.
2. General characteristics of the student's independent work.
3. Schedule for independent work.
4. Methodical recommendations for studying theoretical material and writing a report.
5. Recommended literature and the Internet resources.

Introduction

The guidelines for independent work in the discipline Physical Culture and Sport have been developed subject to the respective working program. The main form of the student's work is not only work at lectures and practical classes, yet also extensive independent work. For successful academic and research activity and its intensification, it is necessary to take into account the following subjective factors:

1. Knowledge of the program material, the presence of a solid system of knowledge necessary for mastering the main disciplines provided for by the program of postgraduate professional education.
2. The presence of developed skills and habits of mental labor: a) the ability to perform a deep, detailed analysis when working with a book, dissertation, or Internet sources; b) mastery of logical operations: comparison, analysis, synthesis, generalization, definition of concepts, rules of systematization and classification.
3. The specific nature of cognitive mental processes: attention, memory, speech, observation, intellect, and thinking.
4. Good working capacity, which is ensured by a normal physical condition.
5. Correspondence of the chosen activity or profession to individual abilities. It is necessary to develop the ability to self-regulate one's emotional state and eliminate circumstances that disrupt a businesslike mindset or interfere with the planned work.
6. Mastery of an optimal style of work that ensures success in activity.
7. The level of demands on oneself, determined by the established self-esteem.

A proper assessment of knowledge, merits, and shortcomings is an important component of human self-organization; without it, successful work on managing one's behavior and activity is impossible. Independent work of a student within the framework of the discipline Physical Culture and Sport is understood as planned academic work of a student performed during extracurricular (or curricular) time on the assignment and under the methodical guidance of a teacher, but without their direct participation. Independent work is aimed at forming the following competencies:

Code and definition of the competency	Code and definition of the indicator
Capable of maintaining an appropriate level of physical fitness to ensure full social and professional activity (UC-7)	AI-1 UC-7 determines the personal level of physical development and fitness indicators
	AI-2 UC-7 has a command of the technologies for a healthy lifestyle and health preservation, selects a set of physical exercises in view of

	their impact on functional and motor capabilities, adaptive resources of the body, and on health strengthening
--	--

Planned learning outcomes for the discipline (module), characterizing the stages of forming competencies and indicators:

- Determines the personal level of formation of indicators of physical development and physical fitness, taking into account the physiological characteristics of the organism at a high level, and promotes knowledge about physical improvement;
- Mastered (at a high level) the technologies of a healthy lifestyle and health preservation, selects a complex of physical exercises taking into account their impact on functional and motor capabilities, adaptive resources of the body, and on strengthening health, and promotes the norms of a healthy lifestyle.

General Characteristics of the Student's Independent Work

The independent work of students is an integral part of the educational process and should imply expanding the knowledge of the academic material presented in classroom sessions, and acquiring additional knowledge on individual questions independently. The main types of independent work in the academic discipline are:

- independent study of academic material on given themes;
- preparation for practical classes, formatting a report on the performed practical class, and preparation for an interview based on the results of the work.

The main methods of independent work for students are:

- 1) to acquire knowledge:
 - reading text (lecture notes, textbook, additional literature) and outlining the text;
 - searching for information on the Internet;
- 2) to consolidate and systematize knowledge:
 - working with lecture notes (text processing);
 - repeated work on the academic material (textbook, additional literature, slides);
 - compiling a plan and theses of an answer or a graphic representation of the answer structure;
 - answering control questions;

3) to shape skills:

- preparing for practical classes;
- solving problems and completing practical assignments;
- reflective analysis of professional skills.

The **purpose** of writing a report is to teach students to connect theory with practice, use literature and statistical data, and instill the ability to present complex issues in a popular way.

The **tasks** completed in independent classes consist of the independent study of literature on the chosen theme of the report.

To perform independent work, it is important to use the literature offered in the list of recommended literature, Internet resources, or other sources at the student's discretion.

When studying the discipline, the following forms of independent work for the student are provided:

- working with a set of written assignments;
- independent study of the main and additional literature;
- working with electronic resources on the Internet;
- preparing a report-presentation.

Methodical Recommendations for Studying Theoretical Material and Writing a Report

A report is one of the types of academic and research work. The purpose of writing a report is to teach students to connect theory with practice, use literature and statistical data, and instill the ability to present complex issues in a popular way.

A student's work on a report consists of the following stages:

1. Choosing a theme based on the proposed topics;
2. Gathering material (visiting the library, viewing information programs, studying scientific works, statistical data, and materials from the periodical press);
3. Preparation and writing of the report;
4. Presentation of the report at a seminar or conference.

The report must have the following structure:

1. plan;
2. introduction;
3. presentation of the main idea;
4. conclusion; list of used literature.

The preliminary plan of a report usually consists of three or four questions; in the process of work, it is refined and concretized.

The plan is the logical basis of the report; the structure, content, and logical connection of the parts depend largely on its correct compilation. The plan should not be excessively detailed; it lists the main, central questions of the theme in a logical sequence.

When working on a report, it is important to study carefully the respective literature. When the student has sufficiently accumulated and studied the material on the theme, they proceed to its systematization. By re-reading carefully their outline or notes on cards, they arrange their material in the sequence that seems most well-structured and expedient. Besides, the student notes down their own thoughts that they consider necessary to present in the text of the report.

The main text in the report is preceded by an introduction. In it, it is necessary to show the significance and relevance of the problem under consideration, the justification for the choice of the theme; in addition, it should be noted in which works of famous authors the problem under study is considered, and the main task set in the report should be formulated. In the main part of the work, great attention must be paid to a deep theoretical coverage of both the theme as a whole and its individual questions, and to correctly connecting theoretical propositions with practice and specific factual material. The presentation must be carried out in accordance with the compiled

plan. The report must be written in clear language, without repetitions, abbreviations, or contradictions between individual propositions.

The formatting is subject to the following requirements:

- The volume of the report is from 5 to 6 full pages of text in A4 format, prepared in the text editor Microsoft Word 6.0 and higher;
- page orientation – portrait;
- text margins (fields): left – 3.0 cm;
- top and bottom – 2.0 cm;
- right – 1.5 cm; pages are not numbered.

The report must be carefully edited. When formatting the report, the main provisions of GOST 7.32-2001, GOST 2.105-95, GOST R 7.0.5-2008 (GOST 7.1-84) and the rules of the ESKD applied to the formatting of textual documents must be followed.

Report Title (CAPITAL LETTERS, font Times New Roman 14 pt, bold, alignment – centered, without paragraph indent. Hyphenations and hanging prepositions at the end of lines are not allowed)

line skip, 12 pt

Authors (The author's Initials and Surname are indicated; font Times New Roman 14 pt, alignment – centered, without paragraph indent)

Organization (The official abbreviated name of the organization is to be indicated; font Times New Roman 14 pt, alignment – centered, without paragraph indent) line skip, 12 pt

Text

Font – Times New Roman 12 pt, text alignment – justified;

paragraph indent – 1.25 cm;

spacing: before paragraph – 6 pt; after paragraph – 0 pt;

line spacing – single;

hyphenation – automatic (forced hyphenation, additional indents, and spaces are unacceptable);

formulas – executed in the editor Microsoft Equation 3.0;

illustrations – black and white (or in shades of gray);

references to used sources – in square brackets.

Themes of Reports

1. Subject and tasks of healthy vital activity and physical culture of students.

2. Physical culture in the general cultural and professional preparation of students.
3. Regulatory and legal status of the discipline Physical Culture and its organization in a higher education institution.
4. Foundations of healthy vital activity of students.
5. Natural-scientific foundations of healthy vital activity and physical culture of students.
6. Physical culture as the basis of a person's healthy vital activity.
7. Hygiene, psychohygiene, and healthy vital activity of students.
8. Psychophysical methods for increasing working capacity in intellectual and physical activity.
9. Prevention of bad habits.
10. General physical and sports preparation of students in the educational process.
11. Professional-applied physical and psychological preparation of students.
12. Psychophysical causes of the development of fatigue in physical and mental labor.
13. Diagnosis of fatigue and psychomotor working capacity of a person.
14. Psychophysiological foundations of individualizing the instruction and upbringing of learners.
15. Olympic Games, Universiades, and the aspiration of youth toward harmonious psychophysical development.
16. Independent physical exercise classes for students.
17. Scientifically substantiated choice of an individual type of athletic improvement for students.
18. Psychomotor development of youth.
19. Physical culture and sport as social phenomena.
20. The organism as a single self-developing and self-regulating biological system.
21. Motivation and purposefulness of independent classes.
22. Forms and content of independent classes.
23. Self-control over the effectiveness of independent classes. Prevention of traumatism.
24. Student sport. Its organizational characteristics.
25. Prevention of professional diseases by means of physical culture.

Test Tasks

1. **The physical culture of the slave-owning society had:**
 - an educational focus
 - an educational/upbringing focus
 - an applied focus
 - a military and health-improving focus
2. **Mark the principles of sports training**
 - Variability

- Discontinuity and inaccessibility
 - Systematicity
 - Consciousness and activity
- 3. According to the WHO definition, quality of life is:**
- the perception by individuals of their position in society in the context of the culture and value system depending on their lifestyle, material wealth, and health status
 - the perception by an individual of their position in life in the context of the culture and value systems in which they live, and in connection with their goals, expectations, standards, and interests
 - the perception by individuals of their position in life in the context of the value system depending on their health status
- 4. Did women have the right to take part in the Olympic Games of Ancient Greece?**
- yes, before the men's competitions were held
 - yes, after the men's competitions were held
 - yes
 - no
- 5. The highest form of association of people, creating the most favorable conditions for joint activity, is:**
- a corporation
 - a group
 - an association
- 6. The influence of physical exercises on the human body is:**
- neutral, even if one exercises diligently
 - positive, only in the case if one engages in them at the limit of their physical capabilities
 - neutral, if these exercises are performed regularly, at the correct pace, in the right sequence, and the practitioner has no contraindications excluding these classes
 - positive, if these exercises are performed regularly, at the correct pace, in the right sequence, and the practitioner has no contraindications excluding these classes.
- 7. In what year was the physical culture and sports society Spartak established:**
- in 1935
 - in 1931
 - in 1923
 - in 1922
- 8. What effect does motor activity exert on the body?**
- allows for spending more calories to maintain an optimal weight

- decreases the number of years
- increases vital forces and functional capabilities
- lowers endurance and working capacity

9. Physical education is

- a part of general human culture, an aggregate of material and spiritual values created and used by society for the purposes of human physical development, strengthening health, and perfecting motor qualities;
- a process of physical education and upbringing, expressing a high degree of physical readiness for life, labor, and defense of the Motherland;
- a pedagogically organized process of developing physical qualities, teaching motor actions, and forming special knowledge.
- an integral part of physical culture that has historically developed in the form of competitive activity and special practice of preparing a person for competitions

10. The means of sports training are:

- chosen competitive exercises
- competitive exercises
- chosen competitive, specially preparatory, and general preparatory exercises
- general preparatory exercises

11. The purpose of the professional-applied physical preparation of university students is:

- the formation, using various means of physical culture and sports, of professionally important properties and qualities of a doctor's personality
- assisting in mastering the specific profession of a doctor, achieving the necessary level of professional capacity and psychophysical readiness for highly productive labor
- ensuring the formation and perfection of properties and qualities of the personality that are of substantial significance for a specific professional activity

12. Definition of the physical development concept

- use of means and methods of physical education
- a process of changing the physical abilities of the organism
- a process of changing the natural morphofunctional properties of the organism during individual life
- formation of motor skills and habits

13. Name outstanding Stavropol athletes who are winners and runners-up of the Olympic Games, World, and European Championships

- D. Shipulin, A. Legkov, E. Isinbaeva, Yu. Borzakovsky;

- I. Lavrov, E. Kuznetsov, D. Bedzhanyan, A. Chemerkin.
 - A. Karelin, B. Saitiev, A. Kabaeva, A. Sadulaev;
 - R. Vlasov, I. Zakharov, S. Khorkina, A. Zagitova;
- 14. How does the Olympic slogan sound?**
- The main thing is not winning, but taking part
 - Faster, Higher, Stronger
 - Fight, Fight, Fight
 - Higher, Stronger, Faster
- 15. In what year and where did the first Summer Universiade of students take place?**
- in 1959, Turin, Italy
 - in 1967, Tokyo, Japan
 - in 1923, Paris, France
 - in 1935, Budapest, Hungary
- 16. A growth in training level is accompanied by**
- a decrease in the excitability and lability of the neuromuscular apparatus
 - an increase in the excitability and lability of the neuromuscular apparatus
- 17. The process of psychophysical preparation for future professional activity is called:**
- professional-applied preparation
 - professional preparation
 - professional-applied physical preparation, sports-technical preparation
- 18. Choose two correct answers. Auxiliary hygienic means ensuring the fastest recovery and stimulation of general, professional, and sports working capacity are:**
- exposure to ionized air
 - nutrition
 - biologically active supplements
 - baths
- 19. What is understood by the term physical education**
- formation of physical qualities of student youth
 - a process of developing motor qualities
 - formation of the physical culture of the student's personality
 - a pedagogical process aimed at forming a healthy, physically perfect, and socially active person
- 20. Who became the first Olympic champion among Russian athletes?**
- A. Butovsky
 - N. Orlov

- N. Panin-Kolomenkin
 - A. Petrov
- 21. From what age were professional warriors prepared in the ancient Russian early feudal state:**
- from 14 years old
 - from 15 years old
 - from 12 years old
 - from 10 years old
- 22. In what year was the All-Union physical culture complex Ready for Labor and Defense introduced in Russia:**
- in 1931
 - in 1933
 - in 1929
 - in 1935
- 23. To the Utopians of the Renaissance era belongs:**
- François Rabelais
 - Vittorino da Feltre
 - Thomas More
- 24. Flexibility is**
- the ability to perform movements with a large amplitude
 - the ability to perform muscular work for a long time, overcoming the onset of fatigue
 - the ability to manage one's movements in time and space, restructure motor activity in accordance with the requirements of a changing environment, and quickly master new movements
 - the ability to perform movements in the minimum amount of time for given conditions
- 25. In what year was the country's largest higher education institution in the field of physical culture and sports established.**
- in 1925
 - in 1920
 - in 1923
 - in 1918
- 26. Physical culture classes affect the musculoskeletal system in the form of (indicate several correct answers)**
- a decrease in the number of muscle cells
 - an increase in the elasticity of ligaments
 - an increase in muscle mass

- an increase in bone massiveness
- 27. In chronic gastritis with increased acidity of gastric juice, the normalization of function is promoted by:**
- acyclic exercises
 - autogenic training
 - cyclic exercises at a slow pace and long duration
- 28. The means of physical education include**
- physical exercises
 - ideomotor exercises
 - circuit training
 - training devices
- 29. Physical and verbal behavior aimed at causing harm to someone is:**
- anger
 - envy
 - aggression
- 30. What is implied by the term physical culture?**
- a field of general culture and history of mankind, representing a historically defined level of material, spiritual, scientific-theoretical, and practical achievements of society
 - a process of changing the functions and forms of the body to achieve high results
 - a type of preparation for professional activity
 - activity within the framework of the process of physical education and self-education for general physical development and health improvement
- 31. One of the simplest ways of understanding another person, likening oneself to them, or identifying oneself with them is:**
- identification
 - reflection
 - empathy
- 32. The degree of development of tactical thinking is a result of:**
- tactical preparation
 - game preparation
 - scientific-methodical support
 - competitive preparation
- 33. A variety of aerobics, the characteristic feature of which is the use of a special platform, is called:**
- body ballet

- pilates
- body flex
- step aerobics

34. In the Middle Ages, sports competitions represented:

- a siege of a castle
- a game of golf
- knightly tournaments

35. What is bradycardia?

- irregular heartbeat
- increased heartbeat
- general disturbance of the heartbeat
- slowed heartbeat

36. In chronic inflammatory diseases of the lungs and bronchi, it is recommended to use in exercise therapy (LFK):

- short-term loads of a speed-strength nature
- cyclic endurance exercises

37. Assessment of a person's physical condition is:

- assessment of morphological and physical indicators
- assessment of blood supply functions
- assessment of physical fitness

38. A concept reflecting the applied focus of physical education:

- physical preparation
- physical load
- physical condition
- physical education

39. Active rest includes:

- sleep
- physical culture and sports class
- resting while sitting

40. The basis, the foundation of the professional-applied physical preparation (PPFP) of students of any specialty is:

- skiing classes
- track and field classes
- general physical preparation
- special physical preparation

Recommended Literature

Main Literature

1. Basic Physical Culture [Electronic resource]: a textbook. - Izhevsk: Izhevsk State Agricultural Academy, 2020. - 132 p., unlimited copies.
2. Zenkova, T. A. Professional-Applied Physical Culture of Students [Electronic resource] / Zenkova T. A.: a textbook. - 2nd ed., enlarged. - Rostov-on-Don: RGUPS, 2020. - 152 p. - Approved by the academic-methodical council of the university. - ISBN 978-5-88814-921-8, unlimited copies.

Additional Literature

1. Vetkov, N.E. Sports and Active Games / N.E. Vetkov: an academic-methodical manual [Electronic resource]: Interregional Academy of Safety and Survival (MABIV); Orel, 2016. - 126 p. - The book is in the basic version of the EBS IPRbooks, unlimited copies.
2. Vinogradov, P.A. All-Russian Physical Culture and Sports Complex Ready for Labor and Defense (GTO) – the path to health and physical perfection / P.A. Vinogradov / A.V. Tsarik / Yu.V. Okunkov: a practical guide [Electronic resource]: Sport; Moscow, 2016. - 234 p. - The book is in the basic version of the EBS IPRbooks. - ISBN 978-5-906839-79-4, unlimited copies.
3. Datsenko, S. S. Volleyball: Theory and Practice: Textbook for higher education institutions of physical culture and sports / Datsenko S. S. - Moscow: Sport, 2016. - 456 p. - The book is in the basic version of the EBS IPRbooks. - ISBN 978-5-9906734-7-2, unlimited copies.
4. History of Physical Culture: textbook for universities / [S. N. Komarov, K. A. Tsaturova, Yu. F. Kuramshin et al.]; ed. by S. N. Komarov. - Moscow: Akademiya, 2013. - 239 p.; 22. - (Higher Professional Education. Physical Culture and Sport. Bachelor's Degree). - Approval: Rec. UMO. - Bibliogr.: p. 236. - ISBN 978-5-7695-9565-3, unlimited copies.
5. Nikolaev, V. S. Motor Activity and Human Health: (theoretical-methodical foundations of health-improving physical training) / V.S. Nikolaev; A.A. Schankin. - M.|Berlin: Direct-Media, 2015. - 80 p. - ISBN 978-5-4475-4860-5, unlimited copies.
6. Sunik, A. B. Modern Olympic Games: a brief historical essay (1896–2012) / Sunik A. B. - Moscow: Sovetsky Sport, 2013. - 232 p. - The book is in the basic version of the EBS IPRbooks. - ISBN 978-5-9718-0590-8, unlimited copies.
7. Kadyrov, R.M. Theory and Methodology of Physical Culture of Students of SPbGASU / R.M. Kadyrov / V.D. Getman / A.V. Karavan: a textbook [Electronic resource]: Saint Petersburg State University of Architecture and Civil Engineering, EBS ASV; Saint Petersburg, 2015. - 150 p. - The book is in the basic version of the EBS IPRbooks. - ISBN 978-5-9227-0620-9, unlimited copies.

List of Academic-Methodical Support for Independent Work

1. Guidelines for performing practical work in the discipline Physical Culture and Sport / comp. Grudnitskaya N.N. – NCFU, 2023. - [Electronic version].
2. Guidelines for organizing independent work in the discipline Physical Culture and Sport / comp. Grudnitskaya N.N. – NCFU, 2023. - [Electronic version].

List of the Internet Resources

1. <http://www.iprbookshop.ru> Electronic library system IPRbooks
3. <http://www.biblioclub.ru> University Library Online
4. <http://elibrary.ru/defaultx.asp> Scientific Electronic Library eLIBRARY.RU
5. <http://www.rsl.ru/ru/s97/s339> Russian State Library
6. <http://www.consultant.ru/ConsultantPlus>
7. <http://www.teoriya.ru/ru/taxonomy/term/3> Theory and Practice of Physical Culture
8. http://cnit.ssau.ru/kadis/ocnov_set/ – Fundamentals of physical culture in a higher education institution;
9. <http://grinchenko.teach.obr55.ru> – Website of a physical culture teacher
10. <http://www.k-yroky.ru/load/153> - For the lesson, physical culture.
11. <http://www.openclass.ru/sub/Физическая> культура – Open class, physical culture;