

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
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Guidelines for the implementation of practical work
in the discipline " PHYSICAL EDUCATION AND SPORTS "
for students of the training program (specialty) 11.03.02 Infocommunication
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Profile "Intelligent data processing in infocommunication systems and
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INTRODUCTION

The conceptual provisions of the main regulatory documents for the discipline "Physical Education and Sport" promote the holistic development of the student's personality as a crucial component of education. This discipline offers unlimited health, developmental, and educational potential. The curriculum focuses on developing essential competencies that ensure the maintenance and improvement of health, mental well-being, and the development and refinement of students' psychophysical abilities, qualities, and personality traits, all of which foster active motivation for self-development and self-improvement.

The goal study of the discipline is the transfer to students of theoretical knowledge of the fundamentals of physical education and sports, intended for implementation in practical activities through skills and abilities .

Objectives of the discipline :

- formation of intellectual knowledge that promotes the development of abilities for professional creative activity;
- formation of motivational and value orientations towards health, physical self-improvement, the need for regular physical education and sports;
- the formation of social and spiritual values that determine the general cultural level of the student, aimed at a healthy lifestyle, mental well-being, self-development and self-education.

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

ID-1 UK-7 selects health-saving technologies to ensure full social and professional activity, taking into account the physiological characteristics of the body and living conditions;

ID-2 UK-7 plans his working and free time to optimally combine physical and mental stress and ensure performance in professional activities;

ID-3 UK-7 maintains the appropriate level of physical fitness to ensure full social and professional activity and adheres to healthy lifestyle standards

Practical lesson #1

Topic (3): Historical and socio-cultural conditions for the development of physical culture and sports

The goal is to form an understanding of the historical stages of development of physical culture as part of the culture of society.

As a result of mastering the topic, the student acquires knowledge about the main historical stages of the development of physical culture as part of the culture of society.

Relevance of the topic: at the current stage of development, in the context of a qualitative transformation of all aspects of society, the requirements for the physical fitness of citizens necessary for their successful work activity are also increasing.

Theoretical part

Human civilization possesses the greatest value—culture. Culture is a concept that has a vast number of definitions in modern life across various spheres of human activity, shaped by society based on the development of its material and spiritual values, drawing on the legacy of all previous generations and passing this legacy on to future generations.

S.I. Ozhegov's Explanatory Dictionary of the Russian Language defines culture as the totality of people's industrial, social, and spiritual achievements, as well as a high level of something, high development, and skill.

Culture is the result of human creativity in various spheres of activity, the shared material and spiritual values, the development of spiritual, physical, and mental qualities aimed at improving human capabilities, and the sum total of all the knowledge possessed by individuals and society at any given stage of their development. From childhood, the fundamental spheres of human activity, including such cultural phenomena as science, technology, art, music, literature, and painting, are shaped in our consciousness. It is no secret that throughout human history, both individuals and society have been the bearers of culture.

The formation and development of culture, as a culture in general, has taken place over many centuries and is a lengthy process. Mastering the vast body of Russian culture, created by the Russian people over many centuries, is a formidable task. The foundation of culture is formed by national, spiritual, socio-cultural, ethical, aesthetic, and moral values. A person's personality can only be formed when they are educated and nurtured in cultural traditions.

Culture is created by people, and their worldview, understanding, feelings, tastes, desires, and interests are shaped by specific social, economic, and societal conditions. The developing culture of a people is significantly influenced by its geographical environment, as well as its mores, traditions, customs, and the entire cultural heritage inherited by previous generations.

Physical education is a cultural layer representing a body of knowledge aimed at developing and strengthening the physical health of individuals and society. As a social phenomenon, physical education has existed throughout the history of human society.

It's impossible to pinpoint the time when the first seeds of physical culture emerged, as its roots go back to ancient times. But it's safe to say that physical culture emerged and developed simultaneously with universal human culture.

The accumulation of empirical knowledge about the impact of physical activity on the body, acquired through everyday activities, led to an understanding of the "exercise effect" and to a discovery of ways to transfer experience. This became one of the prerequisites for the development of physical exercise and, consequently, the entire system of physical education.

The development of the first physical education methods spans the periods of the slave states of Ancient Greece and the Middle Ages (from the 4th to the 14th centuries). These methods were developed empirically. Examples of this include the youth education systems in the ancient Greek cities of Sparta and Athens, ancient Persia, and Egypt. Initially, specific methods were developed for teaching specific actions: the use of tools, hunting, and warfare, as well as specific exercises such as swimming, fencing, javelin throwing, wrestling (Fig. 1), and so on. The first manuals on gymnastics, horseback riding, and fencing appeared in the Middle Ages.

Famous ancient philosophers Aristotle and Plato paid particular attention to issues of pedagogy. Plato's writings contain profound statements on the relationship between gymnastics, education, and the needs of the body, making the achievement of some of his goals directly dependent on gymnastic training.

Intensive accumulation of theoretical knowledge about physical education period of the Renaissance (14th-16th centuries) until the end of the 19th century.

The development of the sciences of human development, education, and treatment prompted philosophers, educators, and physicians to pay attention to the problems of physical education. Philosophical, pedagogical, and medical knowledge about the essence of physical education accumulated. Already in the Renaissance, humanist educators viewed physical education as a necessary component of education as a whole.

The development of knowledge and clarification of the specifics of the process of physical education determined the significant difference of its goals, principles, means, and methods from mental education, which served to distinguish it as an independent field of knowledge - the science of physical (bodily) education itself.

Various systems of views (theories) are being created concerning the pedagogical and sociological aspects of physical education.

The theory of Jan Amos Komensky (1592-1670) was based on the belief that physical exercise should be based on the child's work skills and should help prepare him for life, ensuring his physical and moral education.

The views of John Locke (1632-1704), as set out in *Thoughts on the Education of Children* (1693), were focused on raising healthy gentlemen capable of achieving personal well-being.

Jean-Jacques Rousseau's (1712-1778) system of physical education was distinguished by its differentiated approach to boys and girls. He believed that boys should be hardened from an early age, bathed in cold water, and accustomed to

physical exercise to develop strength and willpower. Girls' physical education should be limited to developing ease, grace, and elegance of movement.

Heinrich Pestalozzi (1746-1827) sought to improve the situation of workers, especially peasants, through the harmonious development of physical, mental and moral abilities.

German scholars Karl Marx and Friedrich Engels emphasized physical education as part of a comprehensive, harmonious development of the individual and defined its place in communist education. This determined the methodological research of many scientists in various countries for many years, until the 1990s.

The development of the theory and methodology of physical education as an independent scientific and academic discipline in Russia spans the period from the end of the 19th century to 1917.

Scientists P.F. Lesgaft (1837-1909), G. Demeni (1850-1917), and others made significant contributions to the development of physical education. In P.F. Lesgaft's works, the theory of physical education was based on the process of teaching physical exercises, which led to the development of the "Guide to the Physical Education of School-Age Children." He sought to substantiate the physical education system according to the physiological laws and age characteristics of those involved, which served as the basis for the formation of pedagogical principles of consistency, gradualism, and harmonious physical development. G. Demeni, developing a system for teaching movement, focused on the sequence of transitions from simple to complex exercises, from easier to more difficult, from known to unknown. He proposed a classification of physical exercises based on their 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 education 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 functions of the whole organism in interaction with the external environment), N.E. Vvedensky and A.A. Ukhtomsky (the processes of excitation and inhibition of nervous and muscle tissue), N.A. Bernstein (physiology of movement structure), G.V. Volbort, D.V. Dill (development of fatigue and recovery processes) and other scientists formed the basis for substantiating the pedagogical principles of physical education, substantiating the theory of teaching motor actions, developing motor abilities not only for their harmonious development, but also for athletic improvement. In the 1950s and 1960s, specialized sections of biological disciplines began to develop especially intensively, substantiating the system of training athletes (sports physiology, biomechanics, biochemistry, etc.). An objective need arose to integrate knowledge related to athlete training 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 sport emerged. The catalyst for its accelerated development, especially in recent decades, has been high-performance sport,

rapidly progressing within the Olympic and professional international sports movements. It has become a natural laboratory, focusing significant research resources on the search for new ways to identify and maximize human potential. Sport theory has now become a core subject in the professional training of sports specialists in many countries.

At the same time, the formation of a generalizing 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 manual published by G.A. Duperon 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 condition of the body and are included in the scope of physical culture: sleep, nutrition, clothing, work methods, hygiene, hardening, massage, etc.

G.A. Duperon considered the following tasks of physical culture: "healing a sick organism; strengthening and protecting a developing and weak organism; maintaining health and improving a normal organism."

As early as 1925, physical education theorists placed physical, mental, and social health at the forefront of a physically fit individual's thinking. 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 infirmity."

The incompleteness of the source material and other factors prevented the development of physical education theory as a coherent scientific discipline. Only a subset of it—the theory and methodology of physical education—was developed.

During this period, the first works of domestic specialists on the psychology of physical education and sports appeared (P.A. Rudik, T.R. Nikitin, A.P. Nechaev, A.Ts. Puni, and others).

The sixth stage of knowledge integration into a general theory of physical education dates back to the 1970s. The formation of a general theory of physical education occurred amidst the active development of cultural theory as a whole by a number of scholars, including 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, general education theory, and other sciences significantly influenced the formation of physical education theory. Professor L.P. Matveyev is a leading theorist and integrator of scientific knowledge in the field of physical education.

The influence of social, political, and ideological conditions in the 1970s and 1980s led to the development and interpretation of physical education theory as an effective means of nurturing a "builder of communism"—a harmoniously developed and socially active individual, prepared for labor and the defense of a communist-type society. The tasks of the totalitarian state were prioritized: individuals must prepare themselves for labor for the benefit of the state and for its defense, and to this end, maintain their readiness as long as possible. Hence the name of the normative complexes, "Ready for Labor and Defense" (Fig. 2). Duperon's original idea of physical education as a culture of the body and human

health was dissolved by the ideologization and politicization of science. Neglecting the priorities of individual interests, despite the availability of means and forms of physical education, did not lead to the universal health of the nation. It is impossible to force a person to be healthy and happy.

As the needs for physical education among certain age groups grew, its social significance increased, and a number of socially important components and forms of physical education emerged. These included everyday forms of independent physical education, industrial physical education, recreational, rehabilitation, and other forms of physical education, increasingly filling the free time budget, leisure, and cultural activities of the population.

The seventh stage of physical education's development can be traced to the 1990s. The prioritization of personal needs in public policy gave a new impetus to the development of physical culture.

The need for active, recreational leisure activities led to the development of games that attracted people with their constantly changing situations and intrigue—ball games: volleyball, basketball, football, tennis, and others. Until the 1990s, these traditional sports were widely integrated into physical education for all age groups, both as mandatory and voluntary activities.

In the early 1990s, new forms of physical activity began to rapidly develop based on traditional sports. Population demand for recreational entertainment and health improvement through physical activity drove supply. Physical exercise in certain segments of society was moving from the category of boring and obligatory to fashionable and elite. Thus, the use of traditional forms of gymnastics, acrobatics, swimming, and weightlifting for recreational and health purposes was rapidly developing, leading to the introduction of new technologies from abroad in the form of modern exercise equipment and new forms of physical activity—aerobics, shaping, step aerobics, slide aerobics, etc. By integrating various types of exercise, new forms emerged: a combination of aerobics and swimming (aqua aerobics) (Fig. 3), cycling and gymnastics (velokinetics), acrobatics and rope skipping (rope skipping), etc.

Eastern martial arts (karate-do, aikido, wushu, taekwondo, etc.) have become actively and widely popular. However, a lack of knowledge of the Chinese, Japanese, Korean, and Vietnamese languages, religions, customs, and traditions that gave rise to each Asian martial arts system typically leads practitioners down a path of error and fiction. Therefore, the enrichment of Russian physical education theory with Eastern methods should be accompanied by scientific research.

The intensive development of physical education methods is outpacing theory, which should provide a scientific basis, identify general and specific patterns of influence of new types of physical activity on the human body, and determine their applicability at different age levels, methods for load dosage, and standards. This state of physical education theory is characterized by an intensive development.

Conclusion

The development of physical culture in society was influenced by production relations, economic, political, and ideological struggles, and advances in science,

philosophy, and art. At the same time, physical culture has a history as ancient as society itself.

Physical education not only fulfills the tasks of human physical development, but also develops social functions in the field of morality, ethics, education, ethics and aesthetics.

Self-test questions

1. What was the focus of physical culture in slave-owning society?
2. At what age were professional warriors trained in the ancient Russian early feudal state?
3. In what year was the All-Union physical education complex "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 education and sports established?
5. sports competitions like in the Middle Ages ?

Practical lesson No. 2

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

Target - popularization of Olympic principles among the university's student youth.

As a result of mastering the topic, the student acquires knowledge about the educational and moral-ethical values of Olympism.

Relevance of the topic: Physical education and sports are a vital component of modern society. They lay the foundation not only for physical development, intellectual improvement, aesthetic beauty, and athletic aspirations, but also guide the development of moral and willpower, fostering civic solidarity, the importance of which is especially crucial today. Physical education universities cultivate these vital values and transmit them to society.

Theoretical part

The Olympic Charter is a set of laws, something like a constitution, according to which a very complex and very beautiful community of people lives on our planet, called the Olympic movement.

Since those distant times when Coubertin himself worked on the Charter, it has, of course, changed in some parts. And this is natural: after all, times have changed, humanity itself has changed, and the Olympic movement has changed, gained strength, and become increasingly interesting.

The foundations of the current version of the Charter were adopted in 1991, although the International Olympic Committee makes changes and additions to it every year.

The first section of the Charter is devoted to the basic principles of the Olympic movement, its organization, its participants and their interaction.

This section also tells about the Olympic symbol, motto, emblem, flag, and Olympic flame.

The second section of the Charter deals with the International Olympic Committee, the principles of its formation, its rights and obligations, and its operating procedures.

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

The fourth section is devoted to the National Olympic Committees, which are working to develop 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 procedure for holding them.

Among other things, the Charter provides a precise explanation of various concepts and terms related to Olympism.

For example, what does the word "Olympics" mean? Sometimes the Olympic Games—the Winter Olympics in Lake Placid and the Summer Olympics in Barcelona—are mistakenly referred to as the Olympics.

The Olympics have had their own number since 1896. Every four years, the number increases by one. But there may not be a Games within the Olympics: this happened, as we already wrote, in 1916, when the Games of the 6th Olympiad were cancelled due to World War I; this also happened in 1940 and 1944, when the Games of the 12th and 13th Olympiads were cancelled.

Therefore, to be precise, we should say: Games of such-and-such an Olympiad. It would not be wrong to say: Games of such-and-such a year, or, for example, the Moscow Olympic Games. You cannot speak of the Olympic Games like this: the first...fifth ...tenth Olympic Games. For example, you cannot say: the 22nd Olympic Games in Moscow. No, these are the Games of the 22nd Olympiad.

The ancient Olympians had their own insignia—awards. Of course, they weren't quite like ours. But they did exist. For example, laurel wreaths are still awarded to winners today, for example, in speed skating.

One way or another, times change, and we change with them, as the ancient Romans said... So what is the modern Olympic symbol? Everyone knows it: five intertwined rings. Sometimes they appear in black and white. But more often, the rings are colored. They represent the unity of athletes from the five continents of the globe, symbolizing their meeting at the Olympic Games.

If you break it, it's a serious matter. The Charter clearly states that the top three rings go from left to right in this order: blue, black, red, and at the bottom, yellow and green.

About the Olympic motto : "SITIUS, ALTIUS, FORTIUS" ("FASTER, HIGHER, STRONGER"), which very accurately expresses the aspirations of modern Olympism.

Many people think that Pierre de Coubertin coined the motto. However, this is not true. In fact, the founder of the modern Olympic movement never claimed authorship. The words, oddly enough, belong to a priest, the French priest Henri Didon, director of a theological college.

liked them very much , and the modest priest, of course, could not even imagine that three well-chosen words would immortalize his name.

Olympic emblem

It is also very clearly defined in the Charter. Its basic element is the five rings we have already described, which are combined with some other element. For example, the IOC emblem is the Olympic rings with the motto: "Faster, Higher, Stronger."

Each National Olympic Committee has its own emblem. But the obligatory core is the five rings. For example, the emblem of the Russian Olympic Committee features the five Olympic rings and a tricolor flame. You'd probably guess the colors yourself: white, blue, and red—the colors of the Russian Federation's national flag.

Olympic flag

The idea, like much else in the Olympic movement, was proposed by Pierre de Coubertin. The IOC APPROVED BYd it in 1913. It was decided to raise the flag at the 1916 Games. However, World War I intervened!

The flag is truly beautiful: on a white satin cloth measuring two by three meters, the Olympic symbol—five multicolored rings—is depicted. The flag's white field complements the idea of friendship among all nations of the Earth, without exception.

Oddly enough, this flag first appeared not at the Olympics, but at the Pan-Egyptian Games on April 5, 1914. The fact is that these Games were also held under the auspices of the IOC. The flag was first raised at Olympic competitions in 1920.

At the closing of the Games, a representative of the host city hands the flag to the IOC President. He, in turn, hands the flag to the mayor of the city, who will become the host of the future Games.

There is also an Olympic anthem, performed both at the Games and on other special occasions in the Olympic movement.

Sacred Fire

The idea of lighting the Olympic flame right in the ancient birthplace of this beautiful festival occurred to Coubertin back in 1912. He also conceived the entire solemn, romantic ritual of lighting the flame. A beam of sunlight, collected by a concave mirror, is directed at the torch . The torch begins to smoke. Another second—and it bursts into a bright, ever-burning flame!

The tradition of lighting the Olympic flame at the stadium began in 1928, at the Amsterdam Games. This took place at the Winter Games in Oslo in 1952.

The Olympic torch relay, the first of which is lit in Olympia, first took place in 1936.

The lit fire is carried day and night by torchbearers - in rain, in snow, in stormy winds; therefore, they must be very courageous people.

The final steps, the final lap around the Olympic stadium track. This honor is usually given to the best, one of the most famous athletes in the country hosting the Olympic Games. For example, at the Moscow Games, the flame was lit by Sergei Belov, a renowned basketball player, world champion, and Olympic champion.

Oath

There are two Olympic oaths. The first is on behalf of the participants. Its text was proposed by Piet de Coubertin. However, the oath has since been somewhat modified. Here's how it reads today: "In the name of all athletes, I promise that we will participate in these Games, guessing and observing the rules by which they are conducted, in a true sporting spirit, for the glory of sport and for the honor of our teams." At the Moscow Games, it was recited by gymnast Nikolai Andrianov. The Olympic oath was first uttered in 1920.

The second is the Oath of the Sports Referees. Our country should perhaps be especially proud of this Olympic tradition. It was introduced at the 1968 Games in Mexico City. And it was proposed by our Olympic Committee! The text of the oath is as follows:

"On behalf of all judges and officials, I promise that we will carry out our duties during the Olympic Games with the utmost impartiality, respecting and abiding by the rules under which they are conducted in the true spirit of sportsmanship."

And this oath contains clear, and most importantly, responsible words!

Mascot

So far we've all been talking about solemn and, so to speak, strict traditions. But there's also a touching, kind, and slightly humorous tradition in the Olympic Games.

Athletes and fans are a bit superstitious. They—half-jokingly, half-seriously—believe in various omens and carry talismans. For example, it's known that the best soccer goalkeeper of all time, Lev Yashin, kept his first cap for many decades.

So, at the Olympic Games—and this happened for the first time at the Mexico Games—a mascot was introduced. But not for anyone personally, but for everyone: to bring happiness to every Olympian, every fan.

The jaguar became the mascot. And it must be said that this is one of the most beloved animals in Mexico.

The new Olympic custom immediately caught on. Four years later, a new mascot appeared in Munich: Waldi the dachshund. In Montreal, the mascot was a traditional inhabitant of the Canadian forests: the beaver.

When the competition to design the mascot for the Moscow Olympic Games was announced, many renowned artists entered the competition. The winning proposal was the lovable bear Misha, designed by Moscow artist Viktor Aleksandrovich Chizhikov.

Awards

Of course, everyone knows about Olympic medals. They are awarded in each program number—to the winner and runners-up: gold, silver, and bronze.

The third-place medal is indeed bronze, the second-place medal is indeed silver. But the first-place medal is also silver, but covered with a thick layer of gold (at least 6 grams).

Winners and runners-up are also awarded badges—gold, silver, and bronze, respectively.

Athletes who place first through eighth in individual and team competitions receive IOC diplomas.

Diplomas, as well as commemorative medals, will be awarded to all participants of the Games and team officials.

For exceptional service to the Olympic movement, the IOC awards the Olympic Order. The Charter clearly and strictly defines the rules by which the Olympic Games must be held. Deviating from the rules is not permitted. But adding something of one's own, something positive, is permitted.

The Olympic Games are held in the first year of the Olympics, and the Olympic Winter Games are held in the third year of the Olympics. However, until 1994, the Winter Games were held in the same year as the Olympic Games.

The duration of the Games shall not exceed sixteen days.

Most Olympic events must be held in the Games' host city, unless the IOC specifically waives this rule. Incidentally, that's what happened in 1980.

As for the Winter Olympic Games, the IOC can, in some cases, take an even more democratic approach. If the host city and its country are unable to host certain events, they can even be moved to another country.

After the city to host the Games is selected by the National Olympic Committee, the city itself forms an organizing committee, and a very 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 compete in a truly sporting spirit, that is, fairly.

An athlete must not use drugs prohibited by the IOC and international sports federations.

The IOC oversees the Olympic Games from start to finish. But your sporting events are governed by the international federation for your sport. All training and competition venues, and all equipment, must comply with the rules and regulations of that federation.

The Federation appoints judges, timekeepers and members of the appeal jury.

The spectators are mostly local fans, of course, but also guests from all over the world. They don't want to stay just anywhere. Therefore, the host city must have a sufficient number of good hotels.

There is also a volunteer.

A volunteer who is willing to do some good work for the common good, completely free of charge, simply from a pure heart and kind soul.

The Olympic city needs many thousands of such kind... volunteers. And what is a volunteer? Let's listen to the word itself. A volunteer is a person of good will. A very Olympic concept! The organizers of the Games must also ensure the training of volunteers.

Self-test questions

1. What are the historical backgrounds behind the emergence of international Olympic education?

2. Olympic education in the USSR and Russia. Olympic Education Department at the Russian Olympic Committee.
3. At which congress was the IOC created and the Charter adopted?
4. Fundamental principles of Olympism.
5. Olympism is a cultural phenomenon.
6. Tell us about the International Fair Committee Play .

Practical lesson No. 3

Topic (6): Scientific organization of work and physical education of students

The goal is to develop physical culture in the student's personality.

As a result of mastering the topic, the student acquires knowledge about the scientific organization of student work.

Relevance of the topic: To scientifically substantiate the process of training specialists in higher education, it is necessary to clearly present a picture of all aspects of the life of students, their way of life.

Theoretical part

Social, psychological and psychophysical characteristics of student age

To scientifically substantiate the process of developing specialists in higher education, it is necessary to clearly understand all aspects of student life and their way of life. Whether a student will become a professional in their chosen field depends not only on how well they perform academically but also on the overall integrity of their being. A student's social identity is characterized by their way of life. The highest moral principles and modern knowledge remain dead weight if they are not realized in a person's way of life.

The primary objective of successfully managing the educational and training process at a university is to consider the students' living conditions, their socio-demographic and socio-psychological characteristics, and the degree to which their motivational and value orientations and the nature of their student activity align with the ideal of a specialist. At the same time, each student must understand their age-related characteristics, their psychophysical strengths, and the capabilities of their age in order to optimally organize their work, study, and leisure time.

A student, as a person of a certain age and as an individual, can be characterized from three perspectives. First, the social perspective, which reflects social relations, the young person's inclusion in the student environment, and the fulfillment of the functions and responsibilities prescribed by the university's educational and training process. Second, the psychological perspective, which represents the unity of mental processes, states, and personality traits (temperament, character, abilities, and orientation). Third, the biological perspective, which includes the type of higher nervous activity. This perspective is determined by genetic and age-related characteristics, but is subject to certain changes under the influence of living conditions and targeted upbringing and self-education.

College age is characterized by intense work on shaping one's personality and developing a behavioral style. This is a period when young people search for answers to a variety of moral, ethical, aesthetic, scientific, cultural, political, and other ideological questions.

During this period, young people begin to understand their social role and the significance of their future profession. They express themselves in creative activities—scientific, social, artistic, physical education, sports, and other fields.

The most important characteristics of student age are:

Self-knowledge is the first prerequisite for the development of a developing personality. Without self-awareness, without comparing oneself with others, without evaluating one's self, a young person is incapable of self-assessment;

- Self-affirmation – the need to occupy a certain position or establish authority within a group. This can manifest through a subconscious, and therefore false, desire to attract attention through original behavior, negativity, "boldness," and straightforward statements. Self-affirmation can be the cause of a student's positive or negative behavior.

- independence - the desire to test one's strength and character;

- self-determination - searching for one's moral ideal, defining one's ideal values, life's calling, creating a family and much more;

- collectivism - the need for friendly communication, relying on the opinions of comrades;

- maximalism - acting on the principle of "all or nothing", doing more than is really possible.

It has been established that the body's development is complete during student age, providing young people with greater opportunities for serious physical labor, study, and sports. Motor function development is also nearing completion. Energy expenditure per unit of body weight is 22-24 kcal/kg per day, i.e., the same as in an adult. The formation of the strength topography of various muscle groups is complete, which is typical for adults: maximum strength (per 1 kg of body weight), movement speed, and other levels of physical performance increase. However, the development of speed and strength of muscle contractions does not occur simultaneously. The relative strength of various muscle groups is formed by the age of 17, and speed by the age of 15. By the age of 18-20, the development of autonomic functions is complete, and a high level of their interaction is achieved. By this time, endurance, one of the most important motor qualities determining overall human performance, reaches a high level. Therefore, during student age, great attention should be paid to the development of various forms of endurance.

Thus, the student period is the most favorable stage for the progressive development of physical qualities and the formation of motor skills and abilities. It represents a person's psychophysical optimum, when the effects of physical exercise on the body are extremely effective. Therefore, physical education and sports during this period become essential tools for improving health, a natural biological foundation for personal development, effective academic performance, and scientific mastery.

During college age, the development of the intellect's integrity takes place, with sensory-perceptual, psychomotor, verbal, and other functions experiencing their most active development, and the completion of the primary cycle of a person's somatic development. This period also marks the peak of working memory activity and the speed of attentional switching.

Self-test questions

1. What are the general cultural and specific functions of physical education?
2. List the basic concepts of physical education.

3. Give a definition of the concepts “physical education” and “physical development”.
4. What is the role of physical education in the professional and applied training of students?
5. Describe the differences between physical education and sport.
6. Name the forms of physical education.
7. What are the principles of organizing physical education at a university?

Practical lesson No. 4

Topic (9): Health and recreational physical education

The goal is to form an understanding of the impact of physical exercise on human health.

As a result of mastering the topic, the student acquires knowledge about the basic forms of physical education and health activities.

Relevance of the topic: reaching the peak of one's development is possible in a state where a person can manifest all of their inherent natural qualities and abilities, and this depends on their state of health.

Theoretical part

The human body's structure predetermines the normal functioning of organs and systems under conditions of intense physical activity. Reduced physical activity leads to functional and morphological changes in the body, which can shorten lifespan. Physical activity slows down age-related involutional changes and helps prolong the period of active, creative life. Numerous experimental and clinical studies have established that limited mobility causes adverse changes in all organs and systems of the body. This necessitates the development of practical measures to prevent various diseases.

Health and recreational physical education Recreation is rest and recuperation through physical education (exercise, active and sporting games, tourism, hunting, and physical education and sports activities). The term "*recreation*" (from the Latin "*recreatio*") means rest and restoration of human strength expended during work, training, or competition. To emphasize the specific meaning of this term in the field of physical education, it is often referred to as "physical recreation."

In modern society, the main functions of physical recreation are as follows

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

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

Health-improving and rehabilitation physical training is the specifically targeted use of physical exercise as a means of treating illnesses and restoring bodily functions impaired or lost due to illness, injury, fatigue, and other causes. The use of specific forms of movement and movement patterns for this purpose, according to historical records, dates back to ancient medicine and has now become firmly established in the healthcare system, primarily in the form of therapeutic physical training. The general concept of treatment through physical exercise is based on the

fact that the body improves health through improved blood circulation and oxygen supply to both diseased and healthy tissues, increased muscle tone, reduced fat deposits, and so on. Depending on the age group, recovery occurs in some cases through the normalization of bodily functions and systems, while in others, it occurs through the preferential development of compensatory responses.

In health and rehabilitation physical culture, the role of such methodological principles as the principle of individualization and gradual increase in loads is significantly increasing.

Health and rehabilitation in our country is primarily represented by three forms: 1) exercise therapy groups at dispensaries and hospitals; 2) health groups in physical education groups, at sports facilities, etc.; 3) independent classes. The specifics of working in exercise therapy groups are discussed in the relevant sections of the subject "Therapeutic Physical Culture." *Exercise therapy widely utilizes therapeutic gymnastics, dosed walking, running, skiing, etc. Movement regimens (gentle, toning, training) have been defined, and organizational and methodological forms of classes (lesson, individual, group) have been developed.*

Sports-rehabilitation physical training plays a major role in athlete training . It aims to restore the body's functional and adaptive capabilities after long periods of intense training and competition, especially during overtraining and after sports injuries.

Hygienic physical education encompasses various forms of physical education integrated into daily life (*morning exercises, walks, and daily exercise that does not involve significant physical exertion*). Its primary function is to promptly optimize the body's current functional state through daily activities and extended rest.

Self-test questions

1. How does physical exercise affect the musculoskeletal system?
2. What factors are considered objective indicators of self-control?
3. How is the functioning of the autonomic nervous system assessed?
4. What determines the effect of physical exercise?
5. What object is used for bosu training?

Practical lesson No. 5

Topic (10): Features of physical education of students with various health problems

The goal is for students to master the basic principles of general physical, special and sports training.

As a result of mastering the topic, the student acquires knowledge about principles, means and methods of physical education; the basics of teaching movements; the development of physical and mental qualities.

Relevance of the topic: to successfully teach the fundamental principles of general physical, special and sports training, students must have basic knowledge about the education and self-education of a number of necessary qualities, traits and personality traits.

Theoretical part

According to state regulations, students assigned to special medical groups are not exempt from general physical education classes; they must attend them and wear sportswear. However, completing the tasks during the class is ensured while adhering to individual exercise requirements. Compliance with standards is not required.

For students who are assigned to special medical groups, in addition to mandatory physical education classes, additional classes according to special programs are provided.

During classes for special medical groups, students are taught the specific characteristics of their exercise routine, including indications and contraindications for specific exercises, ensuring a health-improving effect on impaired functions, post-exercise recovery, increasing the number of exercises to restore respiratory function, and focusing on a slow pace of exercise, as well as continuous monitoring of heart rate and well-being. Participation in sports competitions is limited and is only possible with additional permission from a physician.

The goal of therapeutic and health-improving physical education for students assigned to a special medical group is to accelerate the elimination of pathological processes, restore and strengthen health, and achieve the highest possible level of physical development, psychological fitness, and motor fitness for each individual. The goal is to foster healthy lifestyle habits and the need for independent, systematic physical education, as well as normalize and improve overall bodily functions.

The organization of classes with students with certain dysfunctions involves their additional division into groups that correspond to the nature of the underlying disease, the similarity of the recommended means of health correction, and the age period (primary, middle and senior school age):

- Group A - cardiovascular and respiratory diseases;
- group B - diseases of the gastrointestinal tract, liver and kidneys;
- group B - 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 used : general health exercises, general development exercises, special development exercises, and special health exercises .

General health exercises : cyclic and dynamic (walking , running, swimming), performed at low (heart rate increases by 20% of the initial) and medium (heart rate increases by 20-50%) intensity.

General development exercises are exercises that affect all functions of the body, stimulate physical development, and create the basis for the development of basic motor skills.

Special developmental exercises are exercises that influence the development of specific motor skills and cause specific changes in the body.

Special health exercises are exercises that influence the disease process in the body.

Self-test questions

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

LITERATURE

List of key literature:

1. Basic Physical Education. Electronic resource: textbook. - Izhevsk: Izhevsk State Agricultural Academy, 2020. - 132 p., unlimited copies.
2. Zenkova , T. A. Professional and applied physical education of students Electronic resource / Zenkova T. A.: study guide. - 2nd ed., suppl. - Rostov-on-Don : RGUPS, 2020. - 152 p. - APPROVED BY the educational and methodological council of the university. - ISBN 978-5-88814-921-8, unlimited copies

List of additional literature:

1. Vetkov , N.E. Sports and outdoor games / N.E. Vetkov : a teaching aid. Electronic resource: Interregional Academy of Security and Survival (MABIS); Orel, 2016. - 126 p. - The book is in the basic version of the IPRbooks electronic library system . There is no limit to the number of copies.
2. Vinogradov, P.A. All-Russian physical education 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 IPRbooks electronic library system. - ISBN 978-5-906839-79-4, unlimited copies
3. Datsenko, S. S. Volleyball: Theory and Practice: Textbook for Higher Education Institutions of Physical Education and Sports / Datsenko S. S. - Moscow: Sport, 2016. - 456 p. - The book is in the basic version of the IPRbooks electronic library system . - ISBN 978-5-9906734-7-2, unlimited copies
4. History of Physical Education: a textbook for universities / [S. N. Komarov,

K. A. Tsaturova , Yu. F. Kuramshin et al.]; edited by S. N. Komarov. - Moscow: Academy, 2013. - 239 p.; 22. - (Higher professional education. Physical education and sports. Bachelor's degree). - Approval stamp: Rec. UMO. - Bibliography : p. 236. - ISBN 978-5-7695-9565-3, unlimited copies

5. Nikolaev, V. S. Physical activity and human health: (theoretical and methodological foundations of health-improving physical training) / V.S. Nikolaev; A.A. Shchankin . - 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 IPRbooks electronic library system. - ISBN 978-5-9718-0590-8, unlimited copies

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

List of educational and methodological support for independent work of students in the discipline

1. Guidelines for completing practical work in the discipline "Physical Education and Sports" / compiled by N.N. Grudnitskaya - SKFU, 2022. - [Electronic version].

2. Guidelines for organizing independent work in the discipline "Physical Education and Sports" / compiled by Grudnitskaya n.N. – SKFU, 2022. - [Electronic version].

List of resources of the information and telecommunications network "Internet" necessary for mastering the discipline

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/КонсультантПлюс>
6. <http://www.teoriya.ru/ru/taxonomy/term/3> Theory and practice of physics
7. http://cnit.ssau.ru/kadis/ocnov_set/ – Fundamentals of physical education in higher education institutions;
8. <http://grinchenko.teach.obr55.ru> – Website of a physical education teacher
9. <http://www.k-yroky.ru/load/153> - For the lesson, physical education.
10. <http://www.openclass.ru/sub/Физическая> группа – Open class, physical education;

Practical lesson No. 6

Topic (11): Sports training and its place in the system of physical education of students.

The goal is for students to master the basic principles of general physical, special and sports training.

As a result of mastering the topic, the student acquires knowledge about principles, means and methods of physical education; the basics of teaching movements; the development of physical and mental qualities.

Relevance of the topic: to successfully teach the fundamental principles of general physical, special and sports training, students must have basic knowledge about the education and self-education of a number of necessary qualities, traits and personality traits.

Theoretical part

This topic covers not only general, specialized, and sports training, but also the principles and methods of physical education, the basics of teaching movement, and the influence of physical exercise and sports on the development of a student's personality.

Professor A. D. Novikov, one of the founders of physical education theory, formulated an important methodological principle: any quality can be developed only through activity and in the process of activity. Thus, the process of physical education and the development of mental qualities occurs through the moderation of life situations. Constantly consciously overcoming the difficulties associated with regular physical education and sports cultivates willpower, develops emotional resilience, and promotes positive interpersonal and intergroup interactions, which can be both collaborative and competitive.

Regarding physical qualities, Russian sports theory distinguishes between strength, speed, endurance, flexibility, and agility. Their manifestation depends on the capabilities of the body's functional systems and their readiness for motor actions, the training of which aims to perfect motor skills, abilities, and related knowledge to a certain degree.

As a result of general physical training, motor skills develop and improve.

Special physical training acts selectively and develops the physical qualities necessary for a specific sport.

Technical training refers to the athlete's mastery of a movement system (sport technique) that is specific to the discipline and aimed at achieving high athletic performance. Sports-technical training aims to achieve effectiveness, efficiency, consistency, variability, and efficiency of technique.

Sports-tactical training is a pedagogical process aimed at mastering rational forms of sportsmanship during specific competitive activities. High tactical mastery is based on a high level of technical, physical, and mental preparedness. The foundation of sports-tactical mastery consists of tactical knowledge, skills, abilities, and the quality of tactical thinking.

Self-test questions

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

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1. Basic Physical Education. Electronic resource: textbook. - Izhevsk: Izhevsk State Agricultural Academy, 2020. - 132 p., unlimited copies.
2. Zenkova , T. A. Professional and applied physical education of students Electronic resource / Zenkova T. A.: study guide. - 2nd ed., suppl. - Rostov-on-Don : RGUPS, 2020. - 152 p. - APPROVED BY the educational and methodological council of the university. - ISBN 978-5-88814-921-8, unlimited copies

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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/КонсультантПлюс>
6. <http://www.teoriya.ru/ru/taxonomy/term/3> Theory and practice of physics
7. http://cnit.ssau.ru/kadis/ocnov_set/ – Fundamentals of physical education in higher education institutions;
8. <http://grinchenko.teach.obr55.ru> – Website of a physical education teacher
9. <http://www.k-yroky.ru/load/153> - For the lesson, physical education.
10. <http://www.openclass.ru/sub/Физическая> турта – Open class, physical education;

MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION
FEDERAL STATE AUTONOMOUS EDUCATIONAL
INSTITUTION OF HIGHER EDUCATION
NORTH CAUCASIAN FEDERAL UNIVERSITY

Methodological guidelines

on organizing and conducting independent work
in the discipline " PHYSICAL EDUCATION AND SPORTS "
for students majoring in 11.03.02 Infocommunication Technologies and
Communication Systems

Stavropol 2026

CONTENT

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

Introduction

Methodological guidelines for independent work of students in the discipline "Physical Education and Sports" have been developed in accordance with the working program of the discipline in the field of training

The student's primary form of work involves not only lectures and practical classes, but also extensive independent work. To successfully intensify and enhance academic and research activities, the following subjective factors must be considered:

1. Knowledge of the program material, the presence of a solid system of knowledge necessary for mastering the basic disciplines provided for in the postgraduate professional education program.

2. Availability of developed skills and abilities in mental work:

- a) the ability to conduct a deep, thorough 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. Specificity of cognitive mental processes: attention, memory, speech, observation, intelligence and thinking.

4. Good performance, which is ensured by normal physical condition.

5. Match your chosen activity or profession to your individual abilities. It's essential to develop the ability to self-regulate your emotional state and eliminate circumstances that disrupt your professional spirit and interfere with your intended work.

6. Mastering the optimal work style that ensures success in your activities.

7. The level of demands on oneself, determined by the established self-esteem.

An adequate assessment of knowledge, strengths, and weaknesses is an important component of human self-organization; without it, successful work on managing one's behavior and activities is impossible.

Independent work of a student within the framework of the discipline "Physical Education and Sports" is understood as planned academic work of a student, carried out outside of class (classroom) time according to the assignment and under the methodological guidance of a teacher, but without his direct participation.

Independent work is aimed at developing the following competencies:

Code and name of the universal competence	Code and name of the indicator for achieving universal competence
Able to maintain an adequate level of physical fitness to ensure full social and professional activity (UK-7)	ID- 1 UK-7 determines the personal level of formation of indicators of physical development and physical fitness; ID-2 UK-7 has a knowledge of healthy lifestyle and health-preserving technologies , and selects a set of physical exercises taking into account their impact on functional and motor capabilities, the body's adaptive resources, and on health promotion.

	ID-3 UK-7 maintains the appropriate level of physical fitness to ensure full social and professional activity and adheres to healthy lifestyle standards
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Planned learning outcomes for the discipline (module), characterizing the stages of development of competencies and indicators:

- Determines the personal level of development of physical development indicators and physical fitness, taking into account the physiological characteristics of the body at a high level and promotes knowledge about physical improvement;
- Has a high level of knowledge of healthy lifestyle and health-preserving technologies , selects a set of physical exercises taking into account their impact on functional and motor capabilities, the body's adaptive resources and on improving health, and promotes healthy lifestyle standards.

General characteristics of student independent work

Independent work of students on the material of the academic discipline is an integral part of the educational process and should involve deepening the knowledge of the educational material presented in the classroom and acquiring additional knowledge on individual issues independently.

The main types of independent work in the academic discipline are:

- independent study of educational material on given topics;
- preparation for practical classes, preparation of a report on the completed practical class and preparation for an interview on the results of the work.

The main methods of independent work for students are:

- 1) to master knowledge:
 - reading a text (lecture notes, textbook, additional literature) and taking notes on the text;
 - searching for information on the Internet;
- 2) to consolidate and systematize knowledge:
 - working with lecture notes (text processing);
 - repeat work on educational material (textbook, additional literature, slides);
 - drawing up a plan and theses of the answer or a graphic representation of the structure of the answer;
 - answers to security questions;
- 3) to develop skills:
 - preparation for practical classes;
 - solving problems and 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 manner.

The tasks completed during independent studies involve independent study of literature on the chosen topic of the report.

To complete independent work, it is necessary to use the literature suggested 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 of the student are provided:

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

Guidelines for studying theoretical material and writing a report

A report is one of the forms of educational and research work of students.

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 manner.

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

1. Selecting a topic based on the proposed subject matter;
2. Selection of materials (visiting the library, watching information programs, studying scientific papers, statistical data, periodicals);
3. Preparation and writing of a report;
4. Presenting a paper at a seminar or conference.

The paper should have the following structure:

- plan;
- introduction;
- presentation of the main content of the topic;
- conclusion;
- list of references.

The preliminary plan of the report usually consists of three or four questions; during the course of the work it is refined and made more specific.

The outline is the logical basis of the report; its proper composition largely determines the structure, content, and logical connection of its sections. The outline should not be excessively detailed; it lists the main, central issues of the topic in a logical sequence.

When working on a report, it is necessary to carefully study the literature relevant to the topic.

Once a student has sufficiently accumulated and studied material on a given topic, they begin to systematize it. Carefully rereading their notes or index cards, they arrange their material in the order they consider most coherent and useful. At the same time, the student notes down their own thoughts, which they consider necessary to express in the text of the report.

The main text of the report is preceded by an introduction. It should demonstrate the significance and relevance of the issue being addressed, the rationale for the topic being chosen, and highlight the works of renowned authors that address the issue being studied, as well as the main objective of the report.

The main body of the paper should focus on a thorough theoretical discussion of both the topic as a whole and its individual aspects, correctly linking theoretical propositions to practice and concrete factual material. The presentation should be carried out in accordance with the outline.

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

The following requirements apply to the design:

The report size is 5 to 6 full pages of A4 text prepared in a *Microsoft text editor*. Word 6.0 and above:

- page orientation – portrait;
- text borders (margins): 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 preparing a report, one should be guided by 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 Unified System for Design Documentation (ESKD) applicable to the preparation of text documents.

Title of the report

(CAPITAL LETTERS, *Times font*) *New Roman* 14 pt , bold, centered, no indentation. ***Hyphenation and trailing prepositions are not allowed*** .
line skip, 12 pt

Authors

(The author's full name is indicated; *Times font New Roman* 14 pt , centered, no paragraph indentation)

Organization

(The official abbreviated name of the organization is indicated; *Times font New Roman* 14 pt , centered, no paragraph indentation)
pass lines , 12 pt

Text report

- font – *Times New Roman* 12 pt , text alignment – justified;
- paragraph indentation – 1.25 cm;
- spacing: before paragraph – 6 pt ; after paragraph – 0 pt ;
- line spacing – single;
- hyphenation – automatic (forced hyphenation, additional indents and spaces are not allowed);
- formulas - made in *Microsoft editor Equation 3.0*;
- illustrations – black and white (or shades of gray);
- References to sources used are in square brackets.

Topics of the reports

1. Subject and objectives of healthy living and physical education of students.
2. Physical education in general cultural and professional training of students.
3. Normative and legal status of the discipline "Physical Education" and its organization in the university.
4. Fundamentals of healthy living for students.
5. Natural scientific foundations of healthy living and physical education of students.
6. Physical education as the basis for healthy human life.
7. Hygiene, mental hygiene and healthy life of students.
8. Psychophysical methods for increasing performance in intellectual and physical activities.
9. Prevention of bad habits.
10. General physical and sports training of students in the educational process.
11. Professional and applied physical and psychological training of students.
12. Psychophysical causes of fatigue development in physical and mental work.
13. Diagnostics of fatigue and human psychomotor performance.
14. Psychophysiological foundations of individualization of teaching and education of students.

15. The Olympic Games, the Universiade and the youth's desire for harmonious psychophysical development.
16. Independent physical exercise classes for students.
17. Scientifically based choice of individual type of sports 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 studies.
22. Forms and content of independent studies.
23. Self-monitoring of the effectiveness of independent studies. Injury prevention.
24. Student sports. Its organizational features.
25. Prevention of occupational diseases by means of physical education.

Test tasks

1. Physical culture of the slave society had:

- educational focus
- educational focus
- applied focus
- military and health-improving orientation

2. Note the principles of sports training

- Variability
- Discontinuities and unavailability
- Systematicity
- Awareness and activity

3. By definition, quality of life is:

- individuals' perception of their position in society in the context of culture and a system of values that depend on lifestyle, material wealth, and health status
- an individual's perception of his or her position in life in the context of the culture and value system in which the individual lives, and in relation to the goals, expectations, standards, and interests of that individual
- individuals' perception of their position in life in the context of a system of values dependent on their state of health

4. Did women have the right to participate in the Olympic Games of Ancient Greece?

- Yes, before the men's competition
- Yes, after the men's competition
- yes
- No

5. The highest form of association of people, creating the most favorable conditions for joint activities, is:

- corporation
- team
- association

6. The effect of physical exercise on the human body:

- neutral, even if you exercise hard
- positive, only if you exercise at the limit of your physical capabilities
- neutral, if these exercises are performed regularly, at the right pace, in the right sequence, and the person doing the exercises has no contraindications that exclude these exercises
- positive, if these exercises are performed regularly, at the right pace, in the right sequence, and the person doing them has no contraindications that exclude these exercises.

7. In what year was the Spartak physical education and sports society founded?

- in 1935
- in 1931
- in 1923
- in 1922

8. What effect does physical activity have on the body?

- allows you to burn more calories to maintain optimal weight
- reduces the number of years
- increases vitality and functionality
- reduces endurance and performance

9. Physical education is

- a part of universal human culture, a set of material and spiritual values produced and used by society for the purposes of physical development of a person, strengthening his health and improving motor skills;
- the process of physical education and upbringing, expressing a high degree of physical preparedness for life, work and defense of the Motherland;
- a pedagogically organized process of developing physical qualities, teaching motor actions and forming specialized 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:

- selected competitive exercises
- competitive exercises
- selected competitive, special preparatory, general preparatory exercises
- general preparatory exercises

11. The purpose of professional and applied physical training of university students is:

- the formation of professionally important properties and qualities of a physician's personality through various means of physical culture and sports
- assistance in mastering a specific medical profession, achieving the required level of professional competence and psychophysical readiness for highly productive work
- ensuring the formation and improvement of personal characteristics and qualities that are essential for specific professional activities

12. Definition of the concept of "physical development"

- use of means and methods of physical education
- the process of changing the physical abilities of the body
- the process of changing the natural morphofunctional properties of an organism during an individual's life
- development of motor skills and abilities

13. Name outstanding Stavropol athletes, winners and prize winners of the Olympic Games, World and European Championships

- D. Shipulin, A. Legkov , E. Isenbaeva , Yu. Borzakovsky;
- I. Lavrov, E. Kuznetsov, D. Bejanyan , A. Chemerkin .
- A. Karelin , B. Saitiev , A. Kabaeva, A. Sadulaev ;
- R. Vlasov, I. Zakharov, S. Khorkina, A. Zagitova;

14. What is the Olympic slogan?

- "The main thing is not winning, but participating"
- "Faster, Higher, Stronger"
- "Fight, fight, fight"
- "Higher, Stronger, Faster"

15. In what year and where was the first Summer Universiade for students held?

- in 1959 Turin Italy
- in 1967, Tokyo, Japan
- in 1923, Paris, France
- in 1935, Budapest, Hungary

16. Increased fitness is accompanied by

- decreased excitability and lability of the neuromuscular apparatus
- increased excitability and lability of the neuromuscular apparatus

17. The process of psychophysical preparation for future professional activity is called:

- professional and applied training

- professional training
- professional and applied physical training, sports and technical training

18. Select two correct answers. Auxiliary hygiene products that ensure rapid recovery and stimulation of general, professional, and athletic performance are:

- exposure to ionized air
- nutrition
- biologically active additives
- baths

19. What is meant by the term "physical education"

- development of physical qualities of student youth
- the process of developing motor skills
- formation of physical culture of the student's personality
- a pedagogical process aimed at the formation of a healthy, physically perfect, socially active person

20. Who became the first Russian athlete to become an Olympic champion?

- A. Butovsky
- N. Orlov
- N. Panin - Kolomenkin
- A. Petrov

21. From what age were professional warriors trained 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. The utopians of the Renaissance include:

- 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 control one's movements in time and space, to restructure motor activity in accordance with the requirements of a changing environment, and to quickly master new movements
- the ability to perform movements in the minimum amount of time given the given conditions

25. In what year was the largest higher education institution in the field of physical education and sports established in the country?

- in 1925
- in 1920
- in 1923
- in 1918

26. Physical education classes affect the musculoskeletal system in the form of (indicate several correct answers)

- reduction in the number of muscle cells
- increasing the elasticity of ligaments
- increase in muscle mass
- increasing bone mass

27. In chronic gastritis with increased acidity of gastric juice, the following contribute to the normalization of function:

- acyclic exercises
- auto-training
- cyclic exercises at a slow pace and lasting for a long time

28. The means of physical education include:

- physical exercises
- ideomotor exercises
- circuit training
- training devices

29. Physical and verbal behavior intended to harm someone is:

- anger
- envy
- aggression

30. What is meant by the term “physical education”?

- an area of general culture and human history that represents a historically determined level of material, spiritual, scientific, theoretical and practical achievements of society
- the process of changing the functions and forms of the body to achieve high results

- a type of preparation for professional activity
- activities 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 to understand another person, to become like him, to identify with him, is:

- identification
- reflection
- empathy

32. The degree of development of tactical thinking is the result of:

- tactical training
- game preparation
- scientific and methodological support
- competitive preparation

33. A type of aerobics that uses a special platform is called:

- body ballet
- Pilates
- body flex
- step aerobics

34. In the Middle Ages, sporting competitions were:

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

35. Is this bradycardia?

- uneven heartbeat
- increased heart rate
- general disturbance of heartbeat
- slow heartbeat

36. For chronic inflammatory diseases of the lungs and bronchi, the following is recommended in exercise therapy:

- 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 training

- physical activity
- physical condition
- physical education

39. Active recreation includes:

- dream
- physical education and sports activities
- rest while sitting

40. The basis, the foundation of the PFP of students of any specialty are:

- ski training classes
- athletics
- general physical fitness
- special physical training

List of recommended literature

List of key literature:

1. Basic Physical Education. Electronic resource: textbook. - Izhevsk: Izhevsk State Agricultural Academy, 2020. - 132 p., unlimited copies.
2. Zenkova, T. A. Professional and applied physical education of students Electronic resource / Zenkova T. A.: study guide. - 2nd ed., suppl. - Rostov-on-Don : RGUPS, 2020. - 152 p. - APPROVED BY the educational and methodological council of the university. - ISBN 978-5-88814-921-8, unlimited copies

List of additional literature:

1. Vetkov, N.E. Sports and outdoor games / N.E. Vetkov : a teaching aid. Electronic resource: Interregional Academy of Security and Survival (MABIS); Orel, 2016. - 126 p. - The book is in the basic version of the IPRbooks electronic library system. There is no limit to the number of copies.
2. Vinogradov, P.A. All-Russian physical education 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 IPRbooks electronic library system. - ISBN 978-5-906839-79-4, unlimited copies
3. Datsenko, S. S. Volleyball: Theory and Practice: Textbook for Higher Education Institutions of Physical Education and Sports / Datsenko S. S. - Moscow: Sport, 2016. - 456 p. - The book is in the basic version of the IPRbooks electronic library system. - ISBN 978-5-9906734-7-2, unlimited copies
4. History of Physical Education: a textbook for universities / [S. N. Komarov, K. A. Tsaturova, Yu. F. Kuramshin et al.]; edited by S. N. Komarov. - Moscow:

Academy, 2013. - 239 p.; 22. - (Higher professional education. Physical education and sports. Bachelor's degree). - Approval stamp: Rec. UMO. - Bibliography : p. 236. - ISBN 978-5-7695-9565-3, unlimited copies

5. Nikolaev, V. S. Physical activity and human health: (theoretical and methodological foundations of health-improving physical training) / V.S. Nikolaev; A.A. Shchankin. - 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 IPRbooks electronic library system. - ISBN 978-5-9718-0590-8, unlimited copies

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

List of educational and methodological support for independent work of students in the discipline

1. Guidelines for completing practical work in the discipline "Physical Education and Sports" / compiled by N.N. Grudnitskaya - SKFU, 2023. - [Electronic version].

2. Methodological guidelines for organizing independent work in the discipline "Physical Education and Sports" / compiled by N.N. Grudnitskaya. - SKFU, 2023. - [Electronic version].

List of resources of the information and telecommunications network "Internet" necessary for mastering the discipline

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/КонсультантПлюс>
6. <http://www.teoriya.ru/ru/taxonomy/term/3> Theory and practice of physical education
7. http://cnit.ssau.ru/kadis/ocnov_set/ – Fundamentals of physical education in higher education institutions;
8. <http://grinchenko.teach.obr55.ru> – Website of a physical education teacher
9. <http://www.k-yroky.ru/load/153> - For the lesson, physical education.
10. <http://www.openclass.ru/sub/Физическая> группа – Open class, physical education;

