



MINISTRY OF SCIENCE AND HIGHER EDUCATION OF THE RUSSIAN FEDERATION  
Federal State Budgetary Educational Institution of Higher Education  
«KAZAN STATE POWER ENGINEERING UNIVERSITY»  
(FSBEI HE «KSPEU»)

APPROVED

Director of the Institute of Digital  
Technologies and Economics

\_\_\_\_\_ Zainullin R.R.

«24» \_\_\_\_\_ February \_\_\_\_\_ 2026

**WORK PROGRAM OF THE DISCIPLINE**

**B1.ED.03 Recreational physical training**

Field of study

38.03.02 Management

Qualification

Bachelor's Degree

Kazan, 2026

The program was developed by:

Name Chairs	Position, academic degree, academic rank	Name Developer
Physical education	Associate Professor, Ph.D., Associate Professor.	Khairullin I.T.

Approval	Name Department	Date	Protocol No	Signature
Approved	FV	17.03.2026	Protocol №7	_____ Head of Department, PhD, Assoc. Prof. Vasenkov N. V.
Agreed	Management	10.02.2026	Protocol №5	_____ Head of department, doctor of social sciences, prof. Makhyanova A.V.
Agreed	Educational and Methodological Council of IDTE	24.02.2026	Protocol №6	_____ Director, Ph.D., Associate Professor, Zainullin R.R..
Approved	Scientific Council of IDTE	24.02.2026	Protocol №6	_____ Director, Ph.D., Associate Professor, Zainullin R.R..

## 1. Goal, objectives and planned learning outcomes in the discipline

*(The purpose and objectives of mastering the discipline corresponding to the goal of the EP)*

The purpose of mastering the discipline of health-improving physical training is the formation of physical culture of the individual and the development of the vitality of a student with deviations in health, by ensuring the optimal mode of functioning of his available motor capabilities and spiritual forces, their harmonization for maximum self-realization as a socially and individually significant subject.

The objectives of the discipline are:

- knowledge of biological, psychological, pedagogical and practical foundations of physical culture and a healthy lifestyle;
- understanding of the social significance of physical culture and its role in the development of personality and preparation for professional activity;
- formation of a motivational and value-based attitude to physical culture, attitudes to a healthy lifestyle, physical improvement and self-education, habits of regular physical exercise and sports;
- mastering the system of practical skills and abilities that ensure the preservation and strengthening of health, mental well-being, the development and improvement of psychophysical abilities, qualities and properties of the personality, self-determination in physical culture and sports;
- acquisition of personal experience in increasing motor and functional capabilities, ensuring general and professionally applied physical fitness for future profession and life.

Competencies and indicators formed in students:

Competency code and name	Indicator code and name
UC-7 – Able to maintain an adequate level of physical fitness to ensure full social and professional activity	UC-7.2 – Performs individually tailored wellness or adaptive physical education programs

## 2. Place of the discipline in the structure of the EP

Previous disciplines (modules), practices, research, etc. \_\_\_\_\_

Subsequent disciplines (modules), practices, research, etc. Physical culture and sports.

## 3. Structure and content of the discipline

### 3.1. Structure of the discipline

For full-time education

Type of educational work	Total ZE	Total hours	Semester							
			1	2	3	4	5	6	7	8
TOTAL LABOR INTENSITY OF THE DISCIPLINE	-	328	6	7	6	6	1	1	1	1
CONTACT WORK*		266	8	0	8	8	6	4	4	0
CLASSROOM WORK		258	5	5	5	5	1	1	1	1

			0	4	0	0	6	4	4	0
Practical (seminar) classes		258	5 0	5 4	5 0	5 0	1 6	1 4	1 4	1 0
INDEPENDENT WORK OF THE STUDENT		70	1 8	1 6	1 8	1 8	0	0	0	0
Elaboration of educational material		70	1 8	1 6	1 8	1 8	0	0	0	0
Preparation for intermediate certification		0	0	0	0	0	0	0	0	0
Intermediate certification:			W ith	W ith	W ith	W ith	W ith	W ith	W ith	W ith
			-	-	-	-	-	-	-	-

### 3.2. The content of the discipline, structured by sections and types of classes

Sections Disciplines	Total Hours	Distribution of labor intensity by types of educational work				Shapes and Appearance control	Indices of Indicators of Emerging Competencies
		lectures	lab. Rab.	Pr. Zan.			
Section 1	22				18	TK1	UK-7.2 -Z1, UK-7.2 -U1, UK-7.2 -V1
Section 2	22					TK2	UK-7.2 -Z1, UK-7.2 -U1, UK-7.2 -V1
Section 3	24					TC3	UK-7.2 -Z1, UK-7.2 -U1, UK-7.2 -V1
Credit	0					<b>OM1</b>	UK-7.2 -Z1, UK-7.2 -U1, UK-7.2 -V1
<b>Total for 1 semester</b>	<b>68</b>			<b>50</b>	<b>18</b>		
Section 1	22					TK1	UK-7.2 -Z1, UK-7.2 -U1, UK-7.2 -V1
Section 2	24					TK2	UK-7.2 -Z1, UK-7.2 -U1, UK-7.2 -V1
Section 3	24					TC3	UK-7.2 -Z1, UK-7.2 -U1, UK-7.2 -V1
Credit						<b>OM2</b>	UK-7.2 -Z1, UK-7.2 -U1, UK-7.2 -V1
<b>Total for the 2nd semester</b>	<b>70</b>			<b>54</b>	<b>16</b>		UK-7.2 -Z1, UK-7.2 -U1, UK-7.2 -V1
Section 1	20					TK1	UK-7.2 -Z1, UK-7.2 -U1, UK-7.2 -V1
Section 2	24					TK2	UK-7.2 -Z1, UK-7.2 -U1, UK-7.2 -V1
Section 3	24					TC3	UK-7.2 -Z1, UK-7.2 -U1, UK-7.2 -V1
Credit	0					<b>OM3</b>	UK-7.2 -Z1, UK-7.2

							-U1, UK-7.2 -V1
<b>Total for the 3rd semester</b>	<b>68</b>			<b>50</b>	<b>18</b>		
Section 1	20					TK1	UK-7.2 -Z1, UK-7.2 -U1, UK-7.2 -V1
Section 2	24					TK2	UK-7.2 -Z1, UK-7.2 -U1, UK-7.2 -V1
Section 3	24					TC3	UK-7.2 -Z1, UK-7.2 -U1, UK-7.2 -V1
Credit	0					<b>OM4</b>	UK-7.2 -Z1, UK-7.2 -U1, UK-7.2 -V1
<b>Total for the 4th semester</b>	<b>68</b>			<b>50</b>	<b>18</b>		
Section 1	4			16		T1K	UK-7.2 -Z1, UK-7.2 -U1, UK-7.2 -V1
Section 2	4					TK2	UK-7.2 -Z1, UK-7.2 -U1, UK-7.2 -V1
Section 3	6					TC3	UK-7.2 -Z1, UK-7.2 -U1, UK-7.2 -V1
Credit						<b>OM5</b>	
<b>Total for the 5th semester</b>	<b>16</b>			<b>16</b>			
Section 1	14			14		TK1	UK-7.2 -Z1, UK-7.2 -U1, UK-7.2 -V1
Section 2	4					TK2	UK-7.2 -Z1, UK-7.2 -U1, UK-7.2 -V1
Section 3	6					TC3	UK-7.2 -Z1, UK-7.2 -U1, UK-7.2 -V1
Credit						<b>OM6</b>	
<b>Total for the 6th semester</b>	<b>14</b>			<b>14</b>			
Section 1	4			14		TK1	UK-7.2 -Z1, UK-7.2 -U1, UK-7.2 -V1
Section 2	4					TK2	UK-7.2 -Z1, UK-7.2 -U1, UK-7.2 -V1
Section 3	6					TC3	UK-7.2 -Z1, UK-7.2 -U1, UK-7.2 -V1
Credit						<b>OM7</b>	
<b>Total for the 7th semester</b>	<b>14</b>			<b>14</b>			
Section 1	4			10		TC	
Section 2	4					TK2	UK-7.2 -Z1, UK-7.2 -U1, UK-7.2 -V1
Section 3	6					TC3	UK-7.2 -Z1, UK-7.2 -U1, UK-7.2 -V1
Credit						<b>OM8</b>	
<b>Total for the 8th semester</b>	<b>10</b>			<b>10</b>			
<b>TOTAL</b>	<b>328</b>			<b>258</b>	<b>70</b>		

### 3.3. Content of the discipline

#### Section 1. Recreational gymnastics, walking, running.

Topic 1.1. Instruction on t/b in classes on recreational physical education. Sets

of exercises for corrective and recreational gymnastics.

Topic 1.2 Breathing gymnastics

Topic 1.3 Health-improving gymnastics:

- on balls;
- with a gymnastic stick;
- with a hoop;
- with a jump rope;
- with balls;

Topic 1.4 Recreational walking

Topic 1.5 Nordic walking

Topic 1.6 Recreational running

Topic 1.7 Training programs for the development of flexibility, the development of mobility of the shoulder and hip joints, strengthening the muscles of the back and abdomen, balance.

Topic 1.8 Self-control of the state of the cardiovascular system, in the process of training. Training in tests-tests to determine the fitness of the body.

Topic 1.9 Familiarization with theoretical material on the following topics:

- assessment of the functional state;
- assessment of physical development;
- breathing exercises;
- health-improving gymnastics on balls;
- health-improving gymnastics with a gymnastic stick;
- health-improving gymnastics with a hoop;
- health-improving gymnastics with a rope;
- health-improving gymnastics with balls;
- recreational walking;
- Nordic walking;
- recreational jogging;
- self-control of the functional state /Sr/

## **Section 2. Wellness by means of fitness.**

Topic 2.1 Briefing on physical education classes. Sets of exercises for the formation of the physique: exercises without additional weights, exercises with additional weights (dumbbells, training devices).

Topic 2.2 Wellness Fitness:

- by means of rhythmic gymnastics;
- health-improving aerobics;
- by means of stretching;
- shaping means;
- by means of athletic gymnastics;

Topic 2.3 Self-control of the health of students engaged in health-improving physical education. The level of the functional state of the body. Ladder test. Assessment of the body mass index. Orthostatic test. Determination of the optimal volume of health-improving load.

Topic 2.4 Familiarization with theoretical material on the following topics:

- assessment of functional state and physical development;

- means of rhythmic gymnastics;
- aerobics;
- means of stretching;
- shaping means;
- means of athletic gymnastics;
- self-control of the functional state /Sr/

**Section 3.** Health improvement by means of sports games.

Topic 3.1 Briefing on Physical Education in Health-Improving Physical Education Classes. Assessment of the Functional State and Physical Development of Students

Topic 3.2 Health improvement by means of:

- basketball;
- volleyball;
- badminton;
- table tennis;

Topic 3.3 Methods of self-control of the state of the cardiovascular system, in the process of independent training of health-improving physical education. Determination of well-being.

Topic 3.4. Familiarization with theoretical material on the following topics:

- health improvement by means of basketball;
- health improvement by means of volleyball;
- health improvement by means of badminton;
- health improvement by means of table tennis;
- self-control of the functional state /Sr/

**3.4. Thematic plan of practical classes**

**Section 1.** Recreational gymnastics, walking, running.

1. Briefing on TB at classes on recreational physical education.
2. Sets of exercises for corrective and health-improving gymnastics.
3. Exercise for the development of joint mobility, reaction speed, dexterity.
4. Breathing exercises.
5. Health-improving gymnastics with a gymnastic stick.
6. Health-improving gymnastics with a hoop.
7. Health-improving gymnastics on balls.
8. Health-improving gymnastics with a rope.
9. Health-improving gymnastics with balls.
10. Recreational walking
11. Nordic walking
12. Recreational jogging
13. Training programs for the development of flexibility, the development of mobility of the shoulder and hip joints, strengthening the muscles of the back and abdomen, balance.
14. Self-control of the state of the cardiovascular system in the process of training.
15. Training in test tests to determine the fitness of the body.

**Section 2.** Wellness by means of fitness.

1. Briefing on TB at classes on recreational physical education.
2. Sets of exercises for the formation of the physique: exercises without additional weights, exercises with additional weights (dumbbells, training devices).
3. Health-improving fitness of rhythmic gymnastics.
4. Health-improving fitness by means of aerobics.
5. Health-improving fitness by means of stretching.
6. Wellness fitness by means of shaping.
7. Health-improving fitness by means of athletic gymnastics;
8. Self-control of the health of students engaged in health-improving physical education.
9. The level of the functional state of the body.
10. Ladder test.
11. Assessment of body mass index.
12. Orthostatic test.
13. Determination of the optimal volume of health-improving load.

**Section 3. Health improvement by means of sports games.**

1. Briefing on TB at classes on recreational physical education. Assessment of the functional state and physical development of students
2. Health improvement by means of basketball.
3. Elements of basketball: dribbling, passing, shooting and catching the ball
4. Improving the technique of playing basketball in a game situation.
5. Health improvement by means of volleyball.
6. Elements of volleyball: serving, passing, receiving the ball
7. Development of coordination abilities.
8. Improving the technique of playing volleyball in a game situation.
9. Health improvement by means of badminton.
10. Technique and tactics of playing badminton.
11. Health improvement by means of table tennis.
12. Elements of table tennis: serves, rolls, undercuts.
13. Methods of self-control of the state of the cardiovascular system, in the process of independent training of health-improving physical education.
14. Determination of well-being.

**4. Assessment of learning outcomes**

Assessment of learning outcomes in the discipline is carried out within the framework of current control and intermediate certification carried out according to the point-rating system (BRS).

Scale for assessing the results of learning in the discipline:

Code Competencies	Code Competency Indicator	Plan Developed Results training in discipline	Level of formation Competency Indicator			
			High	Medium	Below medium	Low
			85 - 100	70 - 84	55 - 69	0 - 54
Section						



			Excellent	Good	satisfyingly	Unsatisfactory
			Passed			Not credited
UC-7 – Able to maintain an adequate level of physical fitness to ensure full social and professional activity	UC-7.2 – Performs individually tailored wellness or adaptive physical education programs	to know:				
		methodological principles for compiling sets of physical exercises (Z1)	knows the methodological principles of compiling sets of physical exercises perfectly	knows well the methodological principles of compiling sets of physical exercises	is satisfied with the methodological principles of compiling sets of physical exercises	poorly knows the methodological principles of compiling sets of physical exercises
		be able to:				
		to compile sets of special exercises of health-improving physical training (U1)	compiles sets of special exercises of health-improving physical training without mistakes	compiles complexes of special exercises of health-improving physical training with a slight error	compiles sets of special exercises of health-improving physical training with one minor mistake	compiles complexes of special exercises of health-improving physical training with two significant mistakes
		own:				
		the technique of performing various physical exercises (B1)	confidently and without mistakes owns the technique of performing various physical exercises	With a slight mistake, he knows the technique of performing various physical exercises	with two minor mistakes, he knows the technique of performing various physical exercises	he/she is uncertain, with a significant mistake, owns the technique of performing various physical exercises

Assessment materials for current control and intermediate certification are given in the Appendix to the work program of the discipline.

A complete set of tasks and materials necessary for assessing the results of training in the discipline is stored at the developer's department.

## **5. Educational, methodological and information support of the discipline**

### **5.1. Educational and methodological support**

#### 5.1.1. References

Bishaeva, Albina Anatolyevna. Physical Culture: Textbook / A. A. Bishaeva, V. V. Malkov. - 2nd ed., ster. - Moscow : Knorus, 2022. - 311 p. - (Bachelor's degree). - URL: <https://book.ru/book/944084>. - ISBN 978-5-406-08325-3.

Barshai, Vladimir Maksimovich. Gymnastics: textbook / V. M. Barshai, M. V. Belavkina, S. N. Krivsun, V. N. Kurys. - 4th ed., revised and supplemented - Moscow: Knorus, 2021. - 328 p. - (Bachelor's degree). - URL: <https://book.ru/book/941475>. - ISBN 978-5-406-02007-4.

Physical Culture of Students of a Special Medical Group: Textbook / S. I. Filimonova, L. B. Andryushchenko, G. B. Glazkova [i dr.]; ed. by S. I. Filimonova. - Moscow : Rusains, 2020. - 356 p. - URL: <https://book.ru/book/935979>. - ISBN 978-5-4365-4556-1.

Vilensky, Mikhail Yakovlevich. Physical Culture and Healthy Lifestyle of a Student: A Textbook / M. Y. Vilensky, A. G. Gorshkov. - 4th ed. ster. - Moscow: Knorus, 2022. - 239 p. - (Bachelor's degree). - URL: <https://book.ru/book/942846>. - ISBN 978-5-406-09309-2.

#### 5.1.2. Further reading.

Barchukov, Igor Sergeevich. Physical Culture: Methods of Practical Training: Textbook / I. S. Barchukov. - Moscow: Knorus, 2022. - 297 p. - (Bachelor's degree). - URL: <https://book.ru/book/943968>. - ISBN 978-5-406-09973-5.

Bishaeva, Albina Anatolyevna. Professional-health-improving physical culture of a student: a textbook / A. A. Bishaeva. - Moscow: Knorus, 2021. - 299 p. - (Bachelor's degree). - URL: <https://book.ru/book/936250>. - ISBN 978-5-406-02565-9.

Physical Culture and Sport: Textbook / S. I. Filimonova, L. B. Andryushchenko, M. O. Aksenov [i dr.] ; ed. by S. I. Filimonova, L. B. Andryushchenko. - Moscow : Knorus, 2022. - 611 p. - URL: <https://book.ru/book/943779>. - ISBN 978-5-406-08845-6.

### **5.2. Information support**

#### 5.2.1. Electronic and Internet Resources

1. *Electronic library system "Lan"* <https://e.lanbook.com/>
2. *Electronic library system "ibooks.ru"* <https://ibooks.ru/>
3. *Electronic library system "book.ru"* <https://www.book.ru/>
4. *Encyclopedias, dictionaries, reference books* <http://www.rubricon.com>
5. *Portal "Open Education"* <http://npoed.ru>
6. *A single window of access to educational resources* <http://window.edu.ru>

#### 5.2.2. Professional databases / Information and reference systems

1. *Consultant Plus* <http://www.consultant.ru/>
2. *«eLIBRARY.RU»* [www.elibrary.ru](http://www.elibrary.ru)

#### 5.2.3. Licensed and freely distributed software of the discipline

1. *Chrome browser, a system for searching information on the Internet (including the Russian-language Internet). <https://www.google.com/intl/ru/chrome/>*
2. *LMS Moodle, software for effective online interaction between teacher and student. Free license.*

### 3. Material and technical support of the discipline

Name of the type of educational work	Name of the classroom, specialized laboratory	List of necessary equipment and technical means of training
Practical Classes	Sports Hall	basketball backboards (6 pcs.), racks and volleyball nets (1 pc.), gymnastic walls (8 pcs.), electric scoreboard (2 pcs.). Inventory: medicine balls 2 kg (10 pcs.), 3 kg (10 pcs.), volleyballs (10 pcs.), basketballs (10 pcs.), cones (6 pcs.), relay sticks (20 pcs.), jump ropes (20 pcs.), gymnastic mats (10 pcs.). complex simulator, barbell with a set of pancakes, dumbbells 1.5 kg (10 pcs.), 2 kg – (10 pcs.), 3 kg (10 pcs.), table for playing tennis, rackets n/tennis (10 pcs.), ball n/tennis (20 pcs.)
Independent work	Computer Classroom with Internet Access B-600a	Specialized educational furniture for 30 seats, 30 computers, technical teaching aids (multimedia projector, computer (laptop), screen), video cameras, software
	Reading Room Libraries	Specialized furniture, computer equipment with Internet access and access to the EIOS, screen, multimedia projector, software

### 7. Features of the organization of educational activities for persons with disabilities

Persons with disabilities have the opportunity to move freely from one educational and laboratory building to another, climb to all floors of educational and laboratory buildings, study in educational and other premises, taking into account the peculiarities of psychophysical development and health status.

For the education of persons with disabilities and people with disabilities with musculoskeletal disorders, conditions of unhindered access to all classrooms are provided. Information on special conditions created for students with disabilities and people with disabilities is posted on the university website [www//kgeu.ru](http://www//kgeu.ru).

The following conditions are provided for adaptation to the perception of reference and educational material on the discipline by persons with disabilities and people with impaired hearing:

- For better orientation in the classroom, notification signals are used about the beginning and end of the lesson (the word "bell" is written on the board);
- the attention of a hearing-impaired student is attracted by the teacher with a gesture (a hand is placed on the shoulder, a gentle pat is made);
- when talking to a student, the teacher looks at him, speaks clearly, in short

sentences, providing the ability to read lips.

Compensation for difficulties in the speech and intellectual development of hearing-impaired students is carried out by:

- use of schemes, diagrams, drawings, computer presentations with hyperlinks commenting on individual components of the image;
- regular use of exercises for the graphic highlighting of the essential features of objects and phenomena;
- providing an opportunity for the student to receive targeted advice by e-mail as needed.

In order for persons with disabilities and visually impaired people to adapt to the perception of reference, educational, and educational material provided by the educational program in the chosen field of training, the following conditions are provided:

- the official website on the Internet is being adapted taking into account the special needs of the visually impaired, the availability of large-print reference information on the schedule of training sessions is ensured;
- the teacher, his interlocutor (if necessary), who are present at the lesson, introduce themselves to the student, and each time the one to whom the teacher addresses is named;
- actions, gestures, movements of the teacher are briefly and clearly commented on;
- printed information is provided in large print (from 18 points), totally voiced;
- the necessary level of illumination of the premises is ensured;
- it is possible to use computers during classes and the right to record explanations on a dictaphone (at the request of students).

The form of current and intermediate certification for students with disabilities and people with disabilities is determined by the teacher in accordance with the curriculum. If necessary, a student with disabilities, taking into account their individual psychophysical characteristics, is given the opportunity to pass an intermediate certification orally, in writing on paper, in writing on a computer, in the form of testing, etc., or is given additional time to prepare an answer.

## **8. Metodicheskie rekomendatsii dlya prepodavateley po organizatsii vospitatel'noy raboty s obuchayushchimi [Guidelines for teachers on the organization of educational work with students].**

Methodological support of the process of educating students is one of the determining factors of high quality education. A university teacher, demonstrating high professionalism, erudition, a clear civic position, self-discipline, a creative approach to solving professional problems, contributes to the formation of a harmonious personality during the educational process.

When implementing the discipline, the teacher can use the following methods of educational work:

- methods of forming the consciousness of the individual (conversation, dispute, suggestion, instruction, control, explanation, example, self-control, story, advice, persuasion, etc.);

- methods of organizing activities and forming the experience of behavior (task, public opinion, pedagogical requirement, assignment, training, creation of educational situations, training, exercise, etc.);

- methods of motivation of activity and behavior (approval, encouragement of social activity, censure, creation of situations of success, creation of situations for emotional and moral experiences, competition, etc.)

When implementing the discipline, the teacher must take into account the following areas of educational activity:

*Civic and patriotic education:*

1. formation of students' holistic worldview, Russian identity, respect for their family, society, state, spiritual, moral and socio-cultural values accepted in the family and society, for national, cultural and historical heritage, the formation of a desire for its preservation and development;

2. formation of students' active civic position based on traditional cultural, spiritual and moral values of Russian society, to increase the ability to responsibly implement their constitutional rights and obligations;

3. development of legal and political culture of students, expansion of constructive participation in decision-making affecting their rights and interests, including in various forms of self-organization, self-government, socially significant activities;

4. the formation of motives, moral and semantic attitudes of the individual, which make it possible to resist extremism, xenophobia, discrimination on social, religious, racial, national grounds, interethnic and interfaith intolerance, and other negative social phenomena.

*Spiritual and moral education:*

5. fostering a sense of dignity, honor and honesty, conscientiousness, respect for parents, teachers, people of the older generation;

6. the formation of the principles of collectivism and solidarity, the spirit of mercy and compassion, the habit of caring for people in difficult life situations;

- formation of solidarity and a sense of social responsibility in relation to people with disabilities, overcoming psychological barriers in relation to people with disabilities, ограниченными возможностями;

1. the formation of an emotionally rich and spiritually elevated attitude to the world, the ability and ability to convey one's aesthetic experience to others.

*Cultural and educational education:*

- formation of an aesthetic picture of the world;

- formation of respect for the cultural values of the native city, region, country;

- increasing the cognitive activity of students.

*Scientific and educational education:*

- formation of a scientific worldview in students;
- formation of the ability to gain knowledge;
- formation of skills for analysis and synthesis of information, including in the professional field.

## Changes and approvals for the new school year

№ p/p	№ of the application section	Date of entry changes	Contents of the changes	"Agreed"Zav. Department. implementing discipline	"Agreed" Chairman of the CMT of the institute (faculty), which includes the graduating department)
1	2	3	4	5	6
1					
2					
3					



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**ASSESSMENT MATERIALS  
for the discipline**

**B1.ED.03 Recreational physical training**  
*(Name of the discipline in accordance with the curriculum)*





















## 2. Assessment materials of current control and intermediate certification

Scale for assessing the results of learning in the discipline:

Code Competencies	Code Competency Indicator	Plan Developed Results training in discipline	Level of formation Competency Indicator				
			High	Medium	Below medium	Low	
			from 85 to 100	from 70 to 84	from 55 to 69	0 to 54	
			Grading scale				
			Excellent	Good	satisfyingly	unsatisfactorily	
			Passed		Not credited		
UC-7 Able to maintain an adequate level of physical fitness to ensure full social and professional activity	UC-7.2 Performs individually tailored wellness or adaptive physical education programs	to know:	methodological principles for compiling sets of physical exercises (G1)	knows the methodological principles of compiling sets of physical exercises perfectly	knows well the methodological principles of compiling sets of physical exercises	is satisfied with the methodological principles of compiling sets of physical exercises	poorly knows the methodological principles of compiling sets of physical exercises
		be able to:	to compile sets of special exercises of health-improving physical training (U1)	compiles sets of special exercises of health-improving physical training without mistakes	compiles complexes of special exercises of health-improving physical training with a slight error	compiles sets of special exercises of health-improving physical training with one minor mistake	compiles complexes of special exercises of health-improving physical training with two significant mistakes
		Own:	the technique of performing various physical exercises (B1)	confidently and without mistakes owns the technique of performing various physical exercises	With a slight mistake, he knows the technique of performing various physical exercises	with two minor mistakes, he knows the technique of performing various physical exercises	he/she is uncertain, with a significant mistake, owns the technique of performing various physical exercises

### 3. List of assessment tools

A brief description of the valuation tools used in the current c. **List of assessment tools**

Brief description of the assessment tools used in the current monitoring of progress and intermediate certification of a student in the discipline control of progress and intermediate certification of a student in the discipline:

Name Valuation Funds	Brief description of the assessment tool	Description of the valuation Funds
Set of exercises (Comp.upr)	The student must compose a set of 18-20 exercises for independent study, taking into account the morphofunctional feature of the body.	Set of exercises
Control Standards (KN)	Assessment of general and special physical fitness of students, assessment of the technique of performing motor actions	List of practical tasks, control exercises
Report (Dkl), message (Sbsch)	The product of the student's independent work, which is a public presentation of the results of solving a certain educational, practical, research or scientific topic	Topics of reports, reports
Practical Assignment (PD)	A means of assessing the ability to apply the acquired theoretical knowledge in a practical situation. The task is aimed at assessing competencies in the discipline, contains clear instructions for implementation or an algorithm of actions	Set of tasks and tasks

**4. A list of control tasks or other materials necessary to assess knowledge, skills and abilities that characterize the stages of competence formation in the process of mastering the discipline**

**For the current control of TC1:**

*Example of a set of exercises:*

The student must make a set of 18-20 exercises for independent study, taking into account the morphofunctional feature of the body.

	Starting position and description of the exercise	Number of repetitions	Figure Performance	Suggestions for Teaching
1	I.p. Basic stance. Circular rotations with straight arms.	10 times forward, 10 times backward		Gradually increasing the amplitude
2	I.p. Feet shoulder-width apart, bending over, arms to the sides – turning the body, reaching the toes of the feet with your hands	14 repetitions		Exercise "Mill"
3	I.p. Basic stance. Squats with arms forward.	14 times		Do not lift your heels off the floor.
4	I.p. Hands on the waist, jumping on both legs in a triangle or square.	12 times		Keep your posture straight

*Examples of control standards:*

No p/n	Characteristics of the orientation of tests	1 point	2 points	3 points	4 points
1.	Long jump from a girl's place	150	160	170	180
2.	Long jump from the place of a	180	195	210	220
3	Girls' 100m Run	22.0 s	20.5 s	19.0 s	18.5 s
4	Boys' 100 m run	17.5 s	16.1 s	15.6 s	14.5 s
5	Shuttle run (shuttle) girls	9.5s	9.0 s	8.6s	8.2s
6	Shuttle run (shuttle) of a young man	8.5s	8.0 s	7.5 s	7.1 s

### *Examples of reports*

This is a product of the student's independent work, which is a public speech on the presentation of the results of a certain educational, research or scientific topic

List of approximate topics for reports:

1. Physical Culture in the Life of a Modern Student
2. Formation of health-saving behavior in students
3. The influence of physical exercises on the nervous and emotional stress of students
4. Control and self-control of students' health in physical education classes
5. Formation of Health-Saving Competence in Students
6. Modern health-improving systems of physical exercises
7. Drawing up individual programs of physical education classes with a health-improving orientation
8. The use of fitness applications in the physical activity of students
9. On the motivation of students to physical education classes
10. Amateur sports as a means of physical education of students of a special medical group

### *Examples of practical tasks:*

Assessment of physical development.

1. measuring growth;
2. measurement of body weight;
3. chest circumference measurement;
4. determination of the proportionality of the physique;
5. determining the body type.

Assessment of the functional state.

1. heart rate measurement;
2. blood pressure measurement;
3. assessment of respiratory rate;
4. measurement of vital capacity;
5. Measuring hand strength.

Rufier's test.

According to Rufier's method, physical activity is 30 deep squats in 45 seconds. In the subject who is in the supine position for 5 minutes, the heart rate is determined for 15 seconds (P1); Then the subject performs 30 squats in 45

seconds. After the end of the load, the subject lies down again, and his heart rate is calculated for the first 15 seconds (P2) and then for the last 15 seconds (P3) of the first minute of the recovery period.

If it is necessary to monitor the dynamics of the results of this test, it should be carried out in the same conditions, taking into account: time of day, preliminary load, meals.

Calculating the results according to the formula To calculate the result of the Ruffier Dixon test, a simple formula is used:

$$IR = ((P1 + P2 + P3) * 4 - 200) / 10$$

Explanation of the 4 values in the formula for calculating the Ruffier sample index:

IR — Individual calculation.

P1 – Pulse before exertion.

P2 — Pulse after exertion.

P3 – Pulse one minute after exertion.

The results are evaluated by the value of the index from 0 to 15:

less than 3 – good performance;

3–6 — medium;

7–9 — satisfactory;

10–14 – poor (moderate heart failure);

15 and above – severe heart failure.