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**Методичні вказівки до практичних занять з англійської мови**

**за спеціальністю**

**014.11 Фізична культура**

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Методичні вказівки до практичних занять з англійської мови за спеціальністю 014.11 Фізична культурадля здобувачів І курсу/ Авт.: Борисенко Т.І., Савлук А.О., Дрожжина І.С.– О.: Одеська політехніка, 2022.- 52с.

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**Передмова**

Метою «Методичних вказівок» є формування впродовж 78 годин аудиторних занять у здобувачів (вхідний рівень володіння мовою – В1) вмінь та навичок читання за тематикою спеціальності 014.11 Фізична культурана І курсі навчання ІМІ (вихідний рівень володіння мовою – В2). За рахунок тренування і виконання читання текстівздобувачі зможуть досягти практичного володіння англійською мовою за фахом.

Практичне володіння іноземною мовою в рамках даного курсу припускає наявність таких умінь в різних видах мовної комунікації, які дають можливість:

1. вільно читати оригінальну літературу іноземною мовою у відповідній галузі знань;
2. оформляти витягнуту з іноземних джерел інформацію у вигляді перекладу або резюме;
3. робити повідомлення і доповіді іноземною мовою на теми, пов’язані з науковою роботою майбутнього фахівця.

Кожний урок складається з тексту й вправ, які розраховані на удосконалення навичок активізації словарного і граматичного мінімуму професійного спрямування.

«Методичні вказівки» забезпечують підготовку до спілкування англійською мовою для спеціальних цілей, а саме – оволодіння лексичними, граматичними і стилістичними навичками, а також умінням читати, переписуватися, перекладати, конспектувати англомовну інформацію наукового функціонального стилю, що передбачено вимогами Програми вивчення іноземних мов у нефілологічному ВНЗі.

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**Unit 1**

**HISTORICAL FOUNDATIONS OF PHYSICAL EDUCATION AND SPORT**

***Read and translate the text:***

History provides the foundation for the discipline of physical education. Many of today’s activities have their forerunners in the past. Many of our physical education and sport programs and activities today have been shaped by our past heritage. Studying history also provides one with an appreciation for other cultures and the role of physical education and sport in these societies.

An adage states that “history tends to repeat itself.” Recurring themes are apparent throughout the history of physical education and sport. For example, wars frequently served as the impetus for societies to intensify their physical education program or to justify its existence. Physical fitness was promoted among the populace to prepare for these war efforts.

However, obviously not all history repeats itself. Changes are apparent too. The impact of different philosophies on the content and structure of physical education and sport programs and changes in the nature and the importance of objectives can be discerned throughout the years. It is important that one be aware of the events that served as catalysts and deterrents to the growth of physical education and sport.

Physical education and sport today is entering one of the most exciting eras in its history. The fitness movement, the emphasis on preventive medicine, the increased specialization of the field, and the broadening of physical education and sport programs to reach all segments of the population are some of the significant developments in physical education and sport today. By understanding the history of physical education and sport a professional can better understand the nature of the profession, appreciate the significant developments of today, and project trends for the future.

**PHYSICAL EDUCATION AND SPORT IN ANCIENT GREECE**

A “golden age” of physical education and sport refers to ancient Greece. The Greeks strove for physical perfection and this objective affected all their life. No country in history has been held physical education and sport in such high esteem as did ancient Greece.

There are different evidences about physical activity being popular: both artifacts and literature. Physical education and sport was a vital part of every Greek man and began in childhood. “Exercise for the body and music for the soul” they said. The boys began with a general physical training program. It was believed that exercising contributed to courage, discipline and wellbeing. Besides it stressed a sense of fair play, developed aesthetic values and amateurism. They ran, wrestled, jumped, danced etc., not for reward but to make the body beautiful. They were against professionalism. An ideal of education in ancient Greece was to achieve a balance in moral, mental, physical and aesthetic development.

The national festivals were held in honour of some heroes or deities and involved physical prowess events. The most famous Olympia festival in honour of Zeus, the supreme god gave the name to the modern Olympic Games. Athletic contests were the main attraction and drawing force there. A truce was declared during the games. To be crowned a victor in an Olympic event was to receive the highest honour in Greece.

Physical education and sport in ancient Greece will always be viewed with pride by members of this profession.

***Exercise 1*. *Learn the following words and word-combinations:***

|  |
| --- |
| Forerunners, heritage, adage, apparent, deterrents, strove, esteem, aesthetic values and amateurism, deitiy, physical prowess events, truce |

***Exercise 2. Pick out all international words from the text.***

***Exercise 3. Place the words in the correct order.***

1.Greece, sport, “golden age”, education, of, refers, a, physical, to, and, ancient.

2. began, program, The, with, general, boys, training, a, physical.

3. attraction, and, were, force, Athletic, there, contests, the, force, main, drawing.

4. man, every, of, a, vital, and, childhood, Greek, and, .Physical, began, sport, in, was, education, every, was, part.

***Exercise.4* *Choose the correct verb forms.***

1. Many of our physical education and sport programs and activities today (had shaped, are shaped, have been shaped) by our past heritage.

2. An adage (has stated, states, stated) that “history tends to repeat itself.”

3. Physical education and sport today (has entered, is entering, will enter) one of the most exciting eras in its history.

4. A truce (is declared, will be declared, was declared) during the games.

5 A “golden age” of physical education and sport (refers, will refer, referred) to ancient Greece

***Exercise 5. Ask questions to the given answers.***

1. Studying history also provides one with an appreciation for other cultures and the role of physical education and sport in these societies.

2. Physical fitness was promoted among the populace to prepare for these war efforts.

**3.** The Greeks strove for physical perfection and this objective affected all their life.

**4.** There are different evidences about physical activity being popular: both artifacts and literature**.**

**5.** Athletic contests were the main attraction and drawing force there.

***Exercise 6. Give the derivatives to the following words.***

1) education., 2) activity, 3) developments , 4) contributed, 5) intensify, 6) specialization

***Exercise 7. Answer the questions*:**

1. What contribution does history make into the discipline of physical education?

2. How do you understand a saying “history tends to repeat itself”?

3. Why is it important to be aware of the events of the past?

5. Does physical education and sport enjoy exciting or decay era in its history?

6. How can professional better understand the nature of the profession?

7. What was the primary purpose of physical activity, physical education, and sport in ancient Greece?

8. What events served to promote the growth of physical education and sport in that society?

9 What parallels and similarities may be discerned between the events of that time period and today?

***Exercise 8. Compose a story on one of the topics (up to 100 words):1) “Historical foundations of physical education and sport”, 2) “Physical education and sport in ancient Greece”.***

**Unit 2**

**OBJECTIVES FOR PHYSICAL EDUCATION AND SPORT**

***Read and translate the text:***

Objectives are goals or desired outcomes that can be realized from participation in carefully planned physical education and sport programs under qualified leadership. Objectives can assist the physical educator to better understand the goals toward which participants in the program are striving, to understand better the worth of the field, to make decisions, and to better interpret this field of endeavor to the public. The four traditional objectives of physical education and sport are the physical fitness development objective, the motor skill development objective, the cognitive development objective, and the affective development objective.

Traditionally, objectives have been defined for schools and the school-aged population. Since physical education has broadened its scope to include people of all ages and expanded its offerings to nonschool settings, its objectives must be defined relative to the population served and the nature of the program. The priority of our objectives and the characteristics of a physically educated student have been discussed. The use of the conceptual approach to physical education has also gained attention in recent years. While it is important to have objectives, it is equally as important to measure and evaluate the extent to which they have been attained. Numerous tests to measure the various physical education and sport objectives have been developed. Evaluation of the test results provides information that can be used to improve the conduct of the program.

**EXAMPLES OF PHYSICAL EDUCATION AND SPORT OBJECTIVES**

Regardless of the setting in which they are conducted, all physical education and sport programs should have objectives that are clearly defined and relevant to the needs and interests of the participants.

Physical Fitness Development Objective

• The participant will complete a 20-minute aerobic dance routine designed to improve cardiovascular fitness.

Motor Skill Development Objective

• The participant will demonstrate the proper technique in executing the tennis

forehand.

Cognitive development Objective

• The participant will be able to explain the scoring system used in golf.

Affective Development Objective

• The participant will demonstrate an appreciation for the contribution of

exercise to his or her life by participating in an unsupervised program of

vigorous physical activity three times a week.

**WHY ARE THE OBJECTIVES NEEDED IN PHYSICAL EDUCATION AND SPORT?**

Physical educators must have goals for their programs. Once the program’s goals have been identified, objectives that will lead to the attainment of the goals should be delineated and clearly defined. Whether a physical educator is working as an elementary school teacher, an intercollegiate coach, an athletic trainer in a sports medicine clinic, an exercise leader in a corporate or cardiac fitness program, or a practitioner in any setting, relevant objectives are needed. Some reasons for their necessity follow:

1. Objectives will provide a guide for physical educators’ efforts.

2. Objectives will help physical educators better understand the worth of their field.

3. Objectives will help physical educators make more meaningful decisions when issues and problems arise.

4. Objectives will help physical educators better interpret their endeavors to the public.

5. Objectives will help physical educators to know and to appreciate the outcomes participants will achieve through involvement in a sound program under their direction.

***Exercise 1*. *Learn the following words and word-combinations:***

|  |
| --- |
| Objective, outcome, participant, endeavor, gain, evaluate, scoring system, vigorous physical activity, attainment of the goals, |

***Exercise 2. Give synonyms to the following words:***

1) goal, 2) desire, 3) outcome, 4) assist, 5) expand, 6) various, 7) attainment, 8) demonstrate.

***Exercise 3.Fill in the blanks (gaps) with suitable words:***

have, to improve, approach, provides, efforts. complete

1. Evaluation of the test results \_\_\_\_\_\_\_information that can be used to improve the conduct of the program.

2. Physical educators must\_\_\_\_\_\_ goals for their programs.

3. Objectives will provide a guide for physical educators’\_\_\_\_\_.

4. The participant will \_\_\_\_\_\_\_a 20-minute aerobic dance routine designed to improve cardiovascular fitness.

5. The use of the conceptual \_\_\_\_\_\_\_to physical education has also gained attention in recent years.

***Exercise 4. Read the text and put the following sentences in the correct order***:

1. Evaluation of the test results provides information that can be used to improve the conduct of the program.

2. Physical educators must have goals for their programs.

3. Objectives are goals or desired outcomes that can be realized from participation in carefully planned physical education and sport programs under qualified leadership***.***

4***.*** Traditionally, objectives have been defined for schools and the school-aged population.

5. Regardless of the setting in which they are conducted, all physical education and sport programs should have objectives that are clearly defined and relevant to the needs and interests of the participants

***Exercise 5Answer the questions:***

1.What are the objectives?

2. How can objectives assist the physical educator?

3. Which are the four traditional objectives of physical education and sport?

4. What have objectives been traditionally defined for?

5. To which extent are they expanded now?

6. What is equally important there?

7. What does evaluation of test results provide?

8. Can you identify the program associated with these objectives?

9. Are these objectives for students in a secondary school physical education program, employees in a corporate fitness program, clients enrolled in a commercial fitness club, or adults involved in a community fitness and recreation program?

***Exercise 7. Compose a story on one of the topics (up to 100 words): 1) “Objectives for physical education and sport”, 2) “Examples of physical education and sport objectives”.***

**Unit 3**

**THEORY AND METHODS OF PHYSICAL EDUCATION**

***Read and translate the text***

What does the choice of a particular method depend on? The structure of physical education has had many studies in both theoretical and methodological sense. It could be said that only in respect of the tripartite concept of the construction of teaching unit (introduction, main part and final), theorists, methodologists and practitioners of physical education were fully agreed tasks. Actual and prospective effects of physical education depend largely on the chosen methods, that is, ways and means of proceeding. Selection of methods for physical education classes is determined by many factors. The choice of a particular method depends above all on methodological and substantive factors. Physical education is a specific type of school education, which requires the teacher to use not one, but multiple methods -even if we consider a single lesson unit. The element which diversifies the use of certain methods of physical education is certainly the school education level on which the lessons or other physical activities are carried out.

Physical education classes in early childhood education or block training should be based on independent and creative methods. In turn, the stage of high school or secondary schools is the time when physical education classes are conducted with more rigorous methods and task forces. Motor skills training and development of physical fitness is also carried out using some other methods. The level of training intensity during the lesson makes that recreational, sport and leisure or health physical activities should be also carried out using different methods or amended measures within the same methods.

Physical education is an area in which co-exists systematic actions on physical, mental and personal activity of each student. Hence, in the process of physical education, we use a number of methods.

**Movement teaching**

Generally, teaching methods of movement can be classified as following:• synthetic method,• analytical method mixed method. Synthetic method involves teaching motor tasks as one part, while maintaining the full structure of the movement. This procedure is reasonable to apply in situations of less complex teaching, or simple motor tasks in gymnastics, athletics, team sports and so on.

Pedagogical teacher's proceeding with synthetic method includes: demonstration and verbal explanation of exercises, performing motor tasks entirely by students, evaluation of movement control level.

The mixed method is a combination of synthetic and analytical methods for teaching motor exercises. This takes into account the degree of difficulty of the exercise, the level of physical fitness and motor skills of students

The methodological solutions used by the teacher depends on his teaching competences, which he acquires, learning all the wealth of the teaching methods with a feed, seeking and activating character. Selection of methods in the process of physical education is determined by the interdisciplinary objectives and content of the program of physical education. It is important that methods within the scope of the wide workshop of physical education teacher takes into account also real needs of development and the health of children and young people and, above all, their shaping personality. In this way we can support the health and development of modern school student.

***Exercise 1*. *Learn* *the following words and word-combinations:***

|  |
| --- |
| Tripartite, means, substantive, diversify, rigorous, amended, acquire scope. |

***Exercise 2. Find in the text nouns to the following adjectives. Write them down and translate.***

1. physical 5. substantive

2. tripartite 6. rigorous

3. prospective 7. amended

4. particular. 8.personal

***Exercise 3.* *Give antonyms to the following words:***

1) many, 2) independent, 3) high, 4) different, 5) mixed, 6) full, 7) complex 8) simple, 9) wide, 10) modern.

***Exercise 4. Choose the correct word.***

1. Selection of methods for physical education classes is (influenced, determined, classified) by many factors.

2. The choice of a particular method depends above all on methodological and (substantive, important, actual) factors.

3. In this way we can (maintain, explain, support) the health and development of modern school student.

4. Actual and prospective effects of physical education (rely, depend, trust) largely on the chosen methods.

5. The (pure, mixed, complex) method is a combination of synthetic and analytical methods for teaching motor exercises.

***Exercise 5. Answer the questions:***

1. What do actual and prospective effects of physical education depend on?

2. Why is physical education a specific type of school education?

3. How can teaching methods of movement be classified?

4. How is selection of methods determined in the process of physical education?

***Exercise 6. Compose a story on one of the topics (up to 100 words):*** ***1) “Theory  of physical education”, 2) “Methods of physical education”.***

**Unit 4**

**SPORTS GAMES AND TEACHING METHODS**

***Read and translate the text:***

According to current research, sport games in our country and in the world are prevailing physical activities from childhood to adulthood in various educational settings and at different levels of sport performance. An important intrinsic factor in popularity of sporting game activity is its basis – game. The next symptoms for liking the game are situational unexpectedness, conflict, alternativeness of solving playing situations, spontaneity, creativity and social relations (communication and cooperation among players), these all act on the sphere of experiencing and satisfying the diverse needs of a person.

The great popularity and social status of the sport games on the one hand and the existence of eternally vivid question as how to create appropriate conditions for effective improvement of game performance in training process on the other hand are the incentives to develop sport games didactics as a clinical pedagogical discipline.

In accordance with current understanding of didactics, we can characterize it as interdisciplinary scientific discipline that integrates the knowledge of biological, educational, psychological and others disciplines in which the subject of teaching and learning of sport games take part.

Specific areas of research include the teaching of content, activities of the teachers or coaches, the trainees and the conditions in the teaching process and their effects.

Research, development and rapid introduction of new materials have greatly influenced game performance in various areas of sport games.

The speed of the ball (new materials) has increased; the game situations also in terms of this aspect are considerably more complicated and more difficult to solve, that not only puts greater demands on the speed and accuracy of the perception, but also on the decision-making process. Player perception runs under time pressure and optimal performance to solve the game situation needs to be achieved in the shortest possible time. Matches require players to perform continuously, which means during the entire match or during training process then throughout the duration of the training unit and the small-sided games.

This requires players to maintain high quality of perception, concentration and decision-making for long time, even when the player is physically and psychologically overloaded.

In sport games, intuition often appears as the product of all coach or teacher and life experiences that allow immediate insight into nature of the phenomenon, and can even accidentally facilitate their knowledge.

The opposite of intuition is a rational approach based on verified knowledge. A successful trainer or teacher should associate both approaches in his/her profession. On the one hand, make use of their immediate intuitive view of the game and its contents and rationally know how to justify it and know how to reveal the causes of changes in player state. In particular, management must rely on causal clarification and justification for rational decision-making, which is not possible without proper knowledge.

If we understand the sport training or teaching-learning process as a real, casual system of human activities that combine with subsystems of processes of events, relationships and goals, a new look begin to open on relationship framework into which we want to place the problem – cultivation of game performance. The activity of a teacher or coach and the activity of a pupil or player will appear. If the teacher/coach activity is congruent with the pupils/players’ efforts, this is a progressive phenomenon, as it allows developing teaching methods, whose holder is a teacher or coach, and the learning methods, whose holder is a pupil or player and at the same time can be the concordance of teaching and learning efforts – didactic resonance. Such a binary approach upgrades, in the spirit of modern approach and modernization efforts, the learning of the pupils or players to the right place and leads the teacher or coach to assess correctly the pupil/player’s activity as a necessary condition for improving game performance.

***Exercise 1*. Learn *the following words and word-combinations:***

|  |
| --- |
| Prevail, adulthood, intrinsic factor, existence, eternally, perception, facilitate, justify, reveal, clarification, congruent, concordance, assess. |

***Exercise.2 Give the comparative and superlative of the following adjectives:***

1) great, 2) effective, 3) short,4) difficult, 5) small, 6) complicate, 7) high, 8)long

***Exercise3 Choose the correct verb forms:***

1. Specific areas of research (has included, includes, include) the teaching of content, activities of the teachers or coaches, the trainees and the conditions in the teaching process and their effects.

2. Research, development and rapid introduction of new materials (are greatly influencing, have greatly influenced, influence) game performance in various areas of sport games.

3. If the teacher/coach activity (will be, has been, is) congruent with the pupils/players’ efforts, this is a progressive phenomenon.

4. In sport games, intuition often (has appeared, appears, appeared) as the product of all coach or teacher and life experiences that allow immediate insight into nature of the phenomenon

***Exercise 4. Arrange antonyms to the given words:***

1) childhood a) slow

2) various b) simple

3) rapid c) adulthood

4) complicated d) the same

5) short e) low

6) high f) long

***Exercise 5 Answer the questions:***

1. Why are sports games very popular now?

2. How can sports games be characterized in accordance with current understanding of didactics?

3. What have greatly influenced game performance in various areas of sport games?

4. What requires players to maintain high quality of perception, concentration and decision-making for long time?

5. What leads the teacher or coach to assess correctly the pupil/player’s activity as a necessary condition for ***improving game performance?***

***Exercise 6. Compose the story on the topics (up to 100 words): 1) “Sports games”, 2) “Teaching  methods” .***

**Unit 5**

**PSYCHOLOGICAL FOUNDTIONS OF PHYSICAL EDUCATION AND SPORT**.

***Read and translate the text:***

Motor learning and sport psychology have their legacy in psychology. Both fields of study have expanded tremendously in the past decade. Although motor learning and sport psychology were once closely aligned, over the last 20 years they have taken on separate identities.

Motor learning is the acquisition of movement skills as a consequence of practice. One theory to describe the manner in which individuals learn motor skills is the information-processing theory. The physical educator needs to be aware that individuals pass through several stages when learning motor skills. Fitts and Posner identified three stages of learning: cognitive, associative, and autonomic. Learning is influenced by several forces. Five of these forces are readiness, level of development, motivation, reinforcement, and individual differences. To facilitate learning, the physical educator should design practices based on sound motor learning concepts.

Sport psychology is concerned with the application of psychological theories and concepts to sport and physical activity. Psychological assessment techniques and intervention strategies are used by the sport psychologist to help individuals attain their optimal level of performance. The physical educator should be aware of the psychological benefits to be derived from participation in physical activity as well as the effect of physical activity on an individual’s body image. An individual’s personality, anxiety and arousal, and attention can influence his or her performance. Intervention strategies can be used to help individuals to prepare for athletic event. Sport psychology offers the promise of greater insight into factors that influence performance.

**GUIDELINES FOR PHYSICAL ACTIVITY INSTRUCTION**

1. Use the information-processing model of learning to assist in the planning of learning experiences.
2. Match the type of instruction to the individual’s stage of learning.
3. Consider the individual’s level of readiness when teaching new skills and information.
4. Plan instructional experiences that take into account the individual’s level of development in all three domains – cognitive, affective, and psychomotor.
5. Use the powerful influence of motivation to facilitate learning.
6. Provide positive reinforcement to strengthen desirable responses.
7. Take individual differences into account when teaching by selecting approaches that accommodate a diversity of abilities and needs.
8. Structure practice sessions to promote optimal conditions for learning.
9. Help individuals gain an understanding of the task to be learned and its requirements.
10. Consider the nature of the skill or task when designing practice sessions.
11. Evaluate the task demands and assess the learner’s background in deciding whether to use the whole or part method to teach a skill.
12. Study the requirements of the skill to determine whether speed or accuracy should be emphasized in teaching.
13. Facilitate learning by using positive transfer.
14. Incorporate appropriate, meaningful feedback to help individuals correct their performance, motivate them, and reinforce their efforts.
15. Be prepared to deal with plateaus in performance.
16. Provide strong leadership that contributes to the attainment of the desired objectives.

***Exercise 1*. *Learn the following words and word-combinations:***

|  |
| --- |
| Legacy, align, separate identities, acquisition, reinforcement, facilitate, assessment techniques, anxiety and arousal, evaluate, deal with plateaus, attainment |

***Exercise2. Agree or disagree with the following statements marking them as – True or False.***

1. Motor learning and sport psychology are closely aligned.

2. Motor learning is the acquisition of movement skills as a consequence of practice.

3. Fitts and Posner identified four stages of learning.

4. Learning is influenced by several forces.

5. Learning is influenced by three forces.

***Exercise 3. Match the left part with the appropriate right one:***

|  |  |
| --- | --- |
| 1) Motor learning is | a) should design practices based on sound motor learning concepts. |
| 2) The physical educator needs | b) concerned with the application of psychological theories and concepts to sport and physical activity |
| 3) To facilitate learning, the physical educator | c) to be aware that individuals pass through several stages when learning motor skills |
| 4) Sport psychology is | d) offers the promise of greater insight into factors that influence performance. |
| 5) . Sport psychology offers | e) the acquisition of movement skills as a consequence of practice |

***Exercise 4. .Fill in the blanks (gaps) with suitable words:***

Forces, individuals, consequence, promise, application.

1. Motor learning is the acquisition of movement skills as a \_\_\_\_\_\_of practice.

2. The physical educator needs to be aware that \_\_\_\_\_pass through several stages when learning motor skills .

3. Five of these \_\_\_\_\_\_\_ adiness, level of development, motivation, reinforcement, and individual differences.

4. Sport psychology is concerned with the \_\_\_\_\_\_\_\_\_\_of psychological theories and concepts to sport and physical activity.

5. Sport psychology offers the \_\_\_\_\_\_\_\_\_of greater insight into factors that influence performance.

***Exercise 5. Answer the questions:***

1. Do motor learning and sport psychology have their legacy in psychology?
2. What is motor learning?
3. What is information-processing theory concerned with?
4. Which are three stages of learning?
5. What is learning influenced by?
6. What is sport psychology concerned with?
7. Where are psychological assessment techniques and intervention strategies used?
8. What should the physical educator be aware of?

***Exercise 6. Compose the story on the topic (up to 100 words): 1)* “*Guidelines for physical activity instruction”, 2) “Psychological foundation of physical education and sport”.***

**Unit 6**

**PHYSICAL EDUCATION AND PHILOSOPHY**

***Read and translate the text:***

Physical education can be defined as an educational process that has as its main aim the improvement of human performance and enhancement of development through the medium of physical activities selected to realize this outcome. Physical education is concerned with the acquisition of motor skills and the maintenance of fitness for optimal health as well as attainment of knowledge and the development of positive attitudes toward physical activity.

The growth of knowledge in physical education has led to specialized areas of study, such as sport psychology, sport pedagogy, sport sociology, exercise physiology, and motor learning. Each practitioner should be knowledgeable about these specialized areas of study as well as appreciate their interrelatedness and their contribution to the discipline as a whole.

Philosophy is critical to our endeavors. The major components of philosophy include metaphysics, epistemology, axiology, ethics, aesthetics, and logic. Philosophy can aid practitioners by guiding their efforts and assisting them in resolving problems that may confront them. Philosophies such as idealism, realism, pragmatism, an existentialism have influenced the nature and practice of education and physical education and sports programs. Within the last 25 years a shift from the traditional philosophy of education and physical education and sport to a more modern, humanistic philosophy has been seen.

Each professional should develop his or her own philosophy. One’s philosophy influences the objectives or outcomes sought from one’s programs and the methods by which these objectives are attained.

In today’s changing society a sound philosophy of life and physical education and sport is necessary for the professional to be effective. Physical educators ask themselves the following questions:

• What has value in today’s society?

• What is relevant to the needs of today’s youths and adults?

Physical educators also may find a philosophy helpful in addressing more specific questions confronting them.

For example:

• Should youth sport programs mandate equal playing time for all participants?

• Should intercollegiate athletes be required to maintain a certain grade-point average to participate?

• Should athletic trainers be required to report illegal drug use by an athlete?

• Should the coach, athletic trainer, or athlete make the final determination if an injured athlete can play?

• Should employees be required to participate in a corporate fitness program?

• Should individuals who have tested HIV (human immunodeficiency virus) positive be allowed to participate in physical education classes and on athletic teams?

• Should the media scrutinize the private lives of professional athletes?

• Should physical educators be role models and “practice what they preach?”

A philosophy of physical education and sport can help physical educators resolve these and other questions and concerns confronting them. A philosophy of physical education and sport serves several functions:

- articulates the worth of physical education and sport;

- results in the improvement of professional practices;

- is essential to professional education;

- guides the professional;

- provides direction for the profession and individual programs;

- makes society aware that physical education and sport contributes to its values;

- aids in bringing members of the profession closer together;

- explains the relationship between physical education and sport and general education;

- is essential for all physical educators.

***Exercise 1*. *Learn the following words and word-combinations:***

|  |
| --- |
| Enhancement, acquisition attainment, interrelatedness, endeavors, aesthetics, to mandate, determination, scrutinize, preach |

***Exercise 2. Place the words in correct order:***

1. our, critical, Philosophy, is, endeavors, to.

2. develop, philosophy, Each, his, should, or, this, her, own.

3. serves, education, and, functions, physical, of, philosophy, sport, A, several.

4. needs, is, today’s, adults, of, youths, relevant, and, to, What, to?

5. scrutinize, professional, the, of, athletes, the, lives, media, Should, private

***Exercise*.3 *Choose the correct verb forms.***

1 Physical education (concerns, is concerned, has been concerned) with the acquisition of motor skills and the maintenance of fitness for optimal health.

***2.*** The growth of knowledge in physical education (is leading, was led, has led) to specialized areas of study.

***3.*** The major components of philosophy (includes, is including, include) metaphysics, epistemology, axiology, ethics, aesthetics, and logic.

4. Within the last 25 years a shift from the traditional philosophy of education and physical education and sport to a more modern, humanistic philosophy is seen, was seen, has been seen).

5. A philosophy of physical education and sport (will serve, has served, serves) several functions:

***Exercise*.4 *Answer the questions:***

1. How can physical education be defined?

2. What is physical education concerned with?

3. Where has the growth of knowledge in physical education led to?

4. What should each practitioner be knowledgeable about?

5. Which are the main components of philosophy?

6. How can philosophy aid practitioners?

7. How has the traditional philosophy of physical education and sport been changed within the last 25 years?

8. What does each professional develop?

9. Does one’s philosophy influence the objectives and methods of the programs?

***Exercise 5. Compose the story on the topic (up to 100words*): *1) “The major components of philosophy”, 2) “Physical education and philosophy”.***

**Unit 7**

**HUMAN ANATOMY AND BASICS OF SPORTS MORPHOLOGY**

***Read and translate the text:***

The system of the body is a group of organs that works together to perform a certain task. A group of systems composes an organism. There are nine main systems of the body: skeletal, muscular, nervous, circulatory, digestive, respiratory, urinary, endocrine and reproductive.

The skeletal system consists of the bones of the body and ligaments and cartilages, which join them. The main function of the skeletal system is structural. The muscular system consists of the skeletal muscles and their associated structures. The main function of this system is to move us about.

The nervous system consists of the brain and spinal cord, nerves, ganglia and receptors. It is a complex information system with all necessary means for receiving, processing, and communicating information.

The circulatory system consists of the heart and blood vessels and the blood, which is pumped through the blood vessels by the heart.

The digestive system consists of the alimentary canal and a number of associated glands

The respiratory system consists of the lungs, the air passages leading to them and associated structures. Its main function is to convey oxygen to the lungs, where it can enter the blood stream, and to remove carbon dioxide, which escapes from the blood into the lung spaces.

The urinary system consists of two kidneys, which produce urine by removing nitrogenous and other wastes from the blood: the two ureters, which convey the urine away from the kidneys; the urinary bladder, where the urine is stored until it is discharged; and the urethra through which the urine is discharged.

**Sports morphology** is a science that studies all the features of an athlete's body structure, changes in organs and systems during training loads. Sports morphology studies not only the morphological norm, but also the pre-pathological and pathological states of the body structures under conditions of physical activity, leading to overtraining. It serves as the morphological foundation of sports medicine. Nowadays, sports morphology is attracting more and more attention, since the volume of loads in sports has become so high!

The prophylactic role of sports morphology is to prevent overtraining of an athlete using morphological control criteria, to control the adaptation of his body to increasing physical stress. For some types of modern sports, are typically the early onset of specialized classes and, as a result, the effect of high loads on an insufficiently strengthened children's body. This poses new tasks for sports and age morphology, which are closely related to the demands of children and youth sports and health-improving aspects of mass physical culture.

Sports morphology solves the following tasks: determination of morphological and functional features that can be used as criteria for sports selection and sports orientation; establishing the informativeness of morphological and functional signs as criteria for monitoring the state of an athlete fitness ; study of morphological and functional manifestations of the organism adaptation to the action of physical activity in accordance with age-sex, professional affiliation, as well as taking into account the means and methods of physical culture.

***Exercise 1*. *Learn the following words and word-combinations:***

|  |
| --- |
| Digestive, respiratory ligaments, cartilages, ganglia, blood vessels, alimentary canal, associated glands, lungs, kidneys, ureters, bladder, affiliation. |

***Exercise 2. Match the words with the appropriate meanings:***

|  |  |
| --- | --- |
| 1) The skeletal | a) consists of the heart and blood vessels and the blood, which is pumped through the blood vessels by the heart. |
| 2) The nervous system | b) consists of the lungs, the air passages leading to them and associated structures. |
| 3)The circulatory system | c) consists of the bones of the body and ligaments and cartilages, which join them. |
| 4)The digestive system | d). consists of the alimentary canal and a number of associated glands. |
| 5) The respiratory system | e) consists of the brain and spinal cord, nerves, ganglia and receptors. |

***Exercise 3. Ask questions to the given answers***

1. There are nine main systems of the body:

2. The nervous system consists of the brain and spinal cord, nerves, ganglia and receptors

3. The main function of the respiratory system is to convey oxygen to the lungs where it can enter the blood stream, and to remove carbon dioxide, which escapes from the blood into the lung spaces,

4. The prophylactic role of sports morphology is to prevent overtraining of an athlete using morphological control criteria, to control the adaptation of his body to increasing physical stress

5. Nowadays, sports morphology is attracting more and more attention, since the volume of loads in sports has become so high.

***Exercise*.4 *Answer the questions:***

1. What composes an organism?

2. What are the main systems of the body?

3. Where is the urine stored?

4. What is the main function of the skeleton?

5. What does sports morphology study?

6. Where can oxygen enter the blood stream?

7. What tasks does sports morphology solve?

***Exercise 5. Compose a story on the topics: (up to 100 words): 1) “Human anatomy”, 2) “Basic of sports morphology”***.

**Unit 8**

**HUMAN PHISIOLOGY**

***Read and translate the text:***

Physiology is the study of how the human body works. It describes the chemistry and physics behind basic body functions, from how molecules behave in cells to how systems of organs work together. It helps us to understand what happens in a healthy body in everyday life and what goes wrong when someone gets sick. By learning the principles of anatomy and physiology, it helps the physiologist in how the body works and responds during challenges of everyday life. The major emphasis is given on studying integrating molecular, cellular, and whole-body functions.

There are many different types of physiology; the following is a small subset to show the diversity of the field.

Cell physiology studies how cells carry out their processes and interact with each other. Two areas of interest include how molecules are transported across the [cell membrane](https://biologydictionary.net/cell-membrane/) and how neurons transmit electrical impulses.

Developmental physiology observes physiology changes during embryonic development and also across the lifespan of an organism.

Evolutionary physiology looks at how physiology has changed over many generations through evolution. It can incorporate behavior, sexual selection, and changes based on geographic range, among other factors.

Systems physiology (also known as systems biology) as a subfield emerged in the 1990s. It is the mathematical modeling of biological systems, and often focuses on components such as metabolism and cell-to-[cell signaling](https://biologydictionary.net/cell-signaling/). Researchers use computational models to better understand biological processes.

[Exercise physiology](https://biologydictionary.net/exercise-physiology/) studies of the processes that occur in the body during physical exercise. It also looks at the effects of exercise, some of which are long-term.

While human anatomy is the study of the body’s structures, physiology is the study of how those structures work. An imaging scan like an X-ray or [ultrasound](https://www.webmd.com/a-to-z-guides/what-is-an-ultrasound) can show your anatomy, but doctors use other tests - like [urine](https://www.webmd.com/urinary-incontinence-oab/truth-about-urine) and [blood](https://www.webmd.com/heart/anatomy-picture-of-blood) tests or electrocardiograms (EKGs) - to reveal details about your body’s physiology.

Doctors use physiology to learn more about many different organ systems, including:

-The cardiovascular system -- your [heart](https://www.webmd.com/heart/picture-of-the-heart) and blood vessels

-The [digestive system](https://www.webmd.com/heartburn-gerd/your-digestive-system) -- the [stomach](https://www.webmd.com/digestive-disorders/picture-of-the-stomach), [intestines](https://www.webmd.com/digestive-disorders/picture-of-the-intestines), and other organs that digest food

-The [endocrine system](https://www.webmd.com/diabetes/endocrine-system-facts) -- glands that make hormones, the chemicals that control many body functions

-The [immune system](https://www.webmd.com/cold-and-flu/immune-system-function) -- your body’s defense against germs and disease

-The muscular system -- the muscles you use to move your body

-The [nervous system](https://www.webmd.com/brain/what-is-nervous-system) -- [your brain](https://www.webmd.com/brain/picture-of-the-brain), spinal cord, and nerves

-The renal system -- your [kidneys](https://www.webmd.com/kidney-stones/picture-of-the-kidneys) and other organs that control the fluid in your body

-The reproductive system -- [sex](https://www.webmd.com/sex-relationships/default.htm) organs for men and women

-The [respiratory system](https://www.webmd.com/lung/how-we-breathe) -- your [lungs](https://www.webmd.com/lung/picture-of-the-lungs) and airways

-The skeletal system -- bones, joints, cartilage, and connective tissue

For each system, physiology sheds light on the chemistry and physics of the structures involved. For example, physiologists have studied the electrical activity of cells in the [heart](https://www.webmd.com/heart-disease/rm-quiz-know-heart) that control its beat. They’re also exploring the process by which [eyes](https://www.webmd.com/eye-health/picture-of-the-eyes) detect light, from how the cells in the retina process light particles called photons to how the [eyes](https://www.webmd.com/eye-health/eye-assessment/default.htm) send signals about images to the brain. Physiology is engaged in understanding how human body maintains a steady state while adapting to outside conditions, the process is called homeostasis. How do your organ systems keep your temperature relatively stable in different environments? How does your body keep your [blood sugar](https://www.webmd.com/diabetes/how-sugar-affects-diabetes) and other chemical levels constant even when you eat different food? These are the kinds of questions that physiologists aim to answer.

***Exercise 1*. *Learn the following words and word-combinations:***

|  |
| --- |
| Chemistry, molecule, sick, whole-body functions, embryonic development, defense, membrane, involve, lifespan, evolution, blood vessels, disease. |

***Exercise 2. Answer the questions:***

1. What does physiology study?
2. What types of physiology do you know?
3. When did systems physiology emerge?
4. What do doctors use physiology for?
5. What different organ systems does our body include?
6. How can your anatomy be seen?
7. What questions do physiologists aim to answer?

***Exercise 3. There is a mistake in each of the following sentences. Find it and correct it.***

1. While human anatomy is the study of the human’s muscular system, physiology is the study of how those structures work.

2. For each system, physiology sheds light on the chemistry and philosophy of the structures involved.

3. They’re also exploring the process by which [eyes](https://www.webmd.com/eye-health/picture-of-the-eyes) detect light, from how the cells in the retina process light particles called protons to how the [eyes](https://www.webmd.com/eye-health/eye-assessment/default.htm) send signals about images to the brain.

4. [Exercise physiology](https://biologydictionary.net/exercise-physiology/) study of the processes that occur in the body during physical exercise.

5. Cell anatomy studies how cells carry out their processes and interact with each other.

***Exercise 4.* *Underline the correct verb form in the following sentence.***

1. How do/does your organ systems keep your temperature relatively stable in different environments?

2. There were/are many different types of physiology; the following are/is a small subset to show the diversity of the field.

3. Evolutionary physiology looks at how physiology has changed/ have changed over many generations through evolution.

4. How did/does your body keep your [blood sugar](https://www.webmd.com/diabetes/how-sugar-affects-diabetes) and other physical/chemical levels constant even when you eat different food?

5. Doctors use/has used other tests - like [urine](https://www.webmd.com/urinary-incontinence-oab/truth-about-urine) and [blood](https://www.webmd.com/heart/anatomy-picture-of-blood) tests or electrocardiograms (EKGs) - to reveal details about your body’s physiology.

***Exercise 5. Find the synonyms to the following words.***

1) study, 2) detect, 3) evolution, 4) involve, 5) respond, 6) against, 7) doctor.

***Exercise 6. Compose a story on the topics: (up to 100 words): 1) “Human physiology”, 2) “Types of physiology”.***

**Unit 9**

**EXERCISE PHYSIOLOGY AND FITNESS**

***Read and translate the text:***

One of the most rapidly growing fields of specialization in physical education is that of exercise physiology. The word exercise comes from the Latin exercitus, “to drive forth,” while physiology comes from the words physis (“nature”) and logia (“study”).

Exercise [physiology](https://biologydictionary.net/physiology/) is the study of the body’s responses to physical activity. These responses include changes in metabolism and in physiology of different areas of the body like the [heart](https://biologydictionary.net/heart/), lungs, and muscles, and structural changes in cells. Specifically, exercise physiology is concerned with the body’s responses and adaptations to exercise, ranging from the system to the subcellular levels. These modifications can be short term, that is, lasting only for the duration of the activity, or long term, present as long as the activity is continued on a regular basis. Knowledge of exercise physiology is essential for the practitioner.

The field of exercise physiology provides practitioners with a wealth of information to guide their endeavors. Practitioners, whether they are teachers in a school or nonschool setting, coaches fitness leaders employed in commercial club, or exercise physiologists working in a corporate fitness setting or a hospital, must understand the body’s responses to exercise. Knowledge of the principles governing different types of training programs and the guidelines to be followed in constructing an exercise prescription enables practitioners to design programs to meet each individual’s needs and goals.

This type of physiology has become increasingly sophisticated. New research procedures and measurement techniques coupled with advances in equipment, computer technology, and other related disciplines such as biochemistry have contributed to rapid expansion of the knowledge base. Fitness is a major area of study for the exercise physiologist. While fitness and the elite performer have been for a long time a key concern of the exercise physiologist, interest in recent years has encompassed virtually all aspects of human performance and people of all skill abilities and of all ages, from very young to the elderly, including individuals with disabilities.

**PRINCIPLES OF FITNESS TRAINING**

Sound knowledge from the field of exercise physiology offers guidelines for physical educators when planning and conducting programs to improve fitness. These principles should be followed whether the exercise program is being designed by an elementary physical educator to improve students’ health fitness, by a coach to improve athletes’ performance, by an exercise leader to enhance adult’s fitness, or by an exercise specialist as a part of a patient’s cardiac rehabilitation program. Several physiological and behavioural factors must be taken into account if the sought-after benefits – improvement and maintenance of fitness – are to be realized. There are the most important of them:

• Principle of overload, specificity, progression**,** adaptation, recovery, and reversibility.

• The individual’s initial level of fitness must be considered.

• Warm-up and cool-down activities are important.

• Progression should be followed in planning a program.

• Individual differences must be taken into account (height, weight size of the body, structure of different parts of the body, strength and precision, physical disability).

• Safety is paramount (correct equipment: helmets, shin guards, mouth guards, ankle braces, special footwear etc.)

***Exercise 1. Learn the following words and word-combinations:***

|  |
| --- |
| Contribute, recover, metabolism, measurement, overload, physical disability, rapid expansion, exercise prescription, consider, modification, conduct |

***Exercise 2. Ask questions to the given answers.***

1. One of the most rapidly growing fields of specialization in physical education is that of exercise physiology.

2. Specifically , exercise physiology is concerned with the body’s responses and adaptations to exercise, ranging from the system to the subcellular levels.

3. The field of exercise physiology provides practitioners a wealth of information to guide their endeavors.

4. Knowledge of the principles governing different types of training programs and the guidelines to be followed in constructing an exercise prescription enables practitioners to design programs to meet each individual’s needs and goals.

5. New research procedures and measurement techniques coupled with advances in equipment, computer technology, and other related disciplines such as biochemistry have contributed to rapid expansion of the knowledge base.

***Exercise 3.Give synonyms to the following words:***

1. rapid, 2) paramount, 3) equipment, 4) enable, 5) technique, 6) procedure, 7) individual 8) research

***Exercise 4. Place the words in the correct order.***

* + - 1. considered, The, level, fitness, of, must, initial, be, individual’s.
      2. exercise, essential, the, for, practitioner, is, Knowledge, of, physiology.
      3. activity, is, physiology, of, body’s, the, study, physical, to, Exercise, the, responses.
      4. the , major, a, of, study, Fitness, area, for, physiologist, is, exercise.

***Exercise 5. Give the derivatives to the following words.***

1. measurement, 2) progression, 3) equipment, 4) guidelines, 5) educator, 6) improvement.

***Exercise 6. Compose the story on the topics : 1) “ Exercise physiology and fitness”, 2) “ Principles of fitness training” (up to 100 words).***

**Unit 10**

**PHYSICAL FITNESS TESTING**

***Read and translate the text:***

Physical fitness is simply the body’s ability to complete physical work. This can include cardiovascular fitness, muscular strength, and muscular endurance.

A physical fitness test may include a repetition maximum of strength-based exercises, like squats or bench presses, to assess muscular strength. It may also involve performing exercises, like bodyweight squats, until the exhaustion, which tests muscular endurance. Tests performed on a stationary bike can evaluate anaerobic fitness. People may also complete walking or step aerobics tests, during which heart rate is assessed to determine cardiovascular fitness. After initial weight and body fat testing, resistance exercises will be requested, such as sit-ups and push-ups, until exhaustion to determine their muscular endurance levels. The session will also likely involve tests of maximum strength, as well as an assessment of cardiovascular fitness. A physical fitness test may also include a walk on a treadmill, or as many step-up exercises as possible within a specified period, or maximum capacity on a stationary bike. The doctor will likely measure heart rate during and after these tests to determine just how well the heart is working.

These types of tests can be quite helpful in developing a complete understanding of current health. Physical fitness can play an important role in an individual’s treatment journey.

Typically, a sports medicine doctor is qualified to perform a physical fitness test and interpret the results. A certified personal trainer may also perform a fitness test in a gym or fitness center. Often, a sports medicine doctor can provide more comprehensive physical fitness evaluation and interpret the results on a clinical level. It is best to consult a doctor before the beginning of an exercise program to reduce the risk of injury or health problems.

A physical fitness test provides a doctor with valuable information about [overall health and wellness](https://jflowershealth.com/8-dimensions-of-wellness/). For example, it can tell a doctor if there are any underlying health conditions that have been the result of addiction. Determining the presence of health problems is an essential part of addiction recovery. In fact, a study involving people who use crack cocaine reviled that two-thirds of them had at least one health problem.

Other research shows that alcohol abuse is the number two cause of high blood pressure. A physical fitness test can detect these underlying health problems associated with substance abuse. Based on the research, physical fitness turned out to have numerous benefits for addiction recovery. It can improve mood, reduce cravings, and help a person stay abstinent from drugs and alcohol. When incorporated into a holistic treatment program, exercise interventions can enhance the results and ensure that a person gets the most out of the rehabilitation program. Exercise can be used as a form of stress relief, which is vital considering how unmanaged stress can lead to relapse.

In addition, a physical fitness assessment can tell a doctor if a person is healthy enough to be engaged in an exercise program. Physical activity can be incorporated into a treatment program as a part of the recovery process, but first, a doctor must confirm that the body is healthy enough for an exercise. Furthermore, a fitness assessment provides the doctor with baseline information about fitness levels and tells him or her what sort of an exercise program is appropriate for individual needs. Baseline fitness levels can also be used as a benchmark to determine if health is improving throughout the recovery journey.

***Exercise 1. Learn the following words and word-combinations:***

|  |
| --- |
| cardiovascular fitness, muscular strength, muscular endurance, sit-ups, push-ups, treadmill, assessment, enhance, rehabilitation program, benchmark. |

***Exercise 2. Choose the correct verb form.***

Tests (had performed, performed, have been performed) on a stationary bike can evaluate anaerobic fitness.

Other research (was showing, shows, has shown) that alcohol abuse is the number two cause of high blood pressure.

In fact, a study (involving, was involve, have involved) people who (used, using, use) crack cocaine reviled that two-thirds of them had at least one health problem.

Physical activity can be (incorporated, have incorporate, has incorporating) into a treatment program as a part of the recovery process, but first, a doctor must confirm that the body is healthy enough for an exercise.

* + - 1. This can (including, include, has included) cardiovascular fitness, muscular strength, and muscular endurance.

***Exercise 3. Give antonyms to the following words:***

1. Include, 2) simply, 3) healthy, 4) confirm, 5) quite, 6) helpful, 7) qualified, 8) activity.

***Exercise 4. Answer the questions:***

1. What can physical fitness include?
2. What may a physical fitness test include?
3. When will resistant exercise be requested?
4. Who is qualified to perform a physical fitness test?
5. What benefits does physical fitness test have?
6. When does the doctor measure heart rate?
7. What can a physical fitness assessment tell a doctor?

***Exercise 5. Fill in the blanks (gaps) with the suitable words:***

abstinent, benchmark, assessed, treadmill, rehabilitation program.

* + - 1. A physical fitness test may also include a walk on a\_\_\_\_\_\_\_, or as many step-up exercises as possible within a specified period, or maximum capacity on a stationary bike.
      2. When incorporated into a holistic treatment program, exercise interventions can enhance the results and ensure that a person gets the most out of the\_\_\_\_\_\_\_.
      3. People may also complete walking or step aerobics tests, during which heart rate is \_\_\_\_\_\_\_to determine cardiovascular fitness.
      4. It can improve mood, reduce cravings, and help a person stay \_\_\_\_\_\_\_from drugs and alcohol.
      5. Baseline fitness levels can also be used as a \_\_\_\_\_\_\_to determine if health is improving throughout the recovery journey.

***Exercise 6. Read the text and put the following sentences in the correct order:***

After initial weight and body fat testing, resistance exercises will be requested, such as sit-ups and push-ups, until exhaustion to determine their muscular endurance levels.

When incorporated into a holistic treatment program, exercise interventions can enhance the results and ensure that a person gets the most out of the rehabilitation program.

3. Furthermore, a fitness assessment provides the doctor with baseline information about fitness levels and tells him or her what sort of an exercise program is appropriate for individual needs.

4. Physical fitness is simply the body’s ability to complete physical work

5. These types of tests can be quite helpful in developing a complete understanding of current health. Physical fitness can play an important role in an individual’s treatment journey.

***Exercise 7. Compose the story on the topics (up to 100 words): 1) “Physical fitness”, 2) “ Types of physical fitness test”.***

**Unit 11**

**EXERCISE THERAPY AND MASSAGE**

***Read and translate the text:***

**THERAPY EXERCISES**

In the simplest terms, therapeutic exercise involves movement intended to correct impairments, restore muscular and skeletal function and/or maintain a state of well-being. The scientific evidence demonstrating the beneficial effects of exercise is indisputable, and the benefits of exercise far outweigh the risks in most adults. For most adults, an exercise program including aerobic, resistance, flexibility, and neuromotor exercise training is indispensable to improve and maintain physical fitness and health.

Having considered definitions of therapeutic exercise, physical activity and exercise, it is possible to see that therapeutic exercise contains the components of both physical activity and exercise. It also provides a systematic exercise program for remediation of impairments and improvement of function. What is the difference between physical activity and exercise? Physical activity refers to the contraction of skeletal muscle that produces bodily movement and requires energy. Exercise is physical activity that is planned and is performed with the goal of attaining or maintaining physical fitness. Physical fitness is a set of traits that allows an individual to perform physical activity.

The most commonly used exercises are divided into 4 groups:

-[Strengthening exercises](https://www.physio-pedia.com/Strength_Training_versus_Power_Training) are usually performed with heavy resistance and fewer repetitions.

-[Endurance exercises](https://www.physio-pedia.com/Neuromuscular_Adaptations_to_Exercise) that involve large muscle groups over a longer period of time, to achieve greater cardiovascular endurance.

-Flexibility exercises can be done through [stretching](https://www.physio-pedia.com/Stretching) and movement.

-[Balance](https://www.physio-pedia.com/Balance) and [coordination](https://www.physio-pedia.com/Coordination_Exercises) exercises focuse on maintaining an individual's [centre of gravity](https://www.physio-pedia.com/Centre_of_Gravity).

**SPORTS MASSAGE**

Sports massage have some aims in common with other forms of massage, and it is especially important to have a thorough understanding of anatomy and physiology, in particular, the muscular and [skeletal systems](https://www.brianmac.co.uk/physiol.htm). By understanding these systems and the effects of exercise, we may appreciate how massage will benefit the sports person and will become an integral part of the athlete's training program.

Athletes who are looking forward to improve performance and increase their competitive edge do so by adopting a training schedule to enhance their skill, strength, stamina, suppleness and speed. The degree to which they develop and utilize these qualities will depend on other factors such as the level of competition and possibly their position in a team. However, no matter which sport, the aim is nearly always to increase the level of training and thereby subject the body to gradual and controlled overuse.

It is this overuse that may often create problems and imbalances in the soft tissues. If these are ignored and allowed to become chronic, they will not only hinder the athlete's rate of improvement but also in many cases their performance may well suffer and ultimately the athlete may be susceptible to developing more conditions that are serious.

**BENEFITS OF SPORTS MASSAGE**

Massage applied skillfully, is the most effective therapy for releasing muscle tension and restoring balance to the musculoskeletal system. Received regularly, this may help athletes prevent injuries, which might otherwise be caused by overuse. A constant build-up of tension in the muscles from regular activity may lead to stresses on joints, [ligaments](https://www.brianmac.co.uk/physiol.htm), tendons, as well as the muscles themselves. The skilled massage therapist will be able to detect variations in the soft tissues and by using the correct techniques, help the sportsperson maintain a much healthier physical state.

***Exercise 1. Learn the following words and word-combinations:***

|  |
| --- |
| Therapeutic, impairments, indisputable, remediation, cardiovascular, [ligaments](https://www.brianmac.co.uk/physiol.htm), stamina, chronic, gradual, restoring balance, regular activity, [endurance exercises](https://www.physio-pedia.com/Neuromuscular_Adaptations_to_Exercise). |

***Exercise 2. Find in the text nouns to the following adjectives. Write down them and translate.***

1. physical
2. skeletal
3. exercise
4. therapeutic
5. sports
6. training
7. integral
8. muscular

***Exercise 3.Choose the correct word.***

1. However, no matter which sport, the aim is nearly always to (create , increase, improve) the level of training and thereby subject the body to gradual and controlled overuse.
2. For most adults, an exercise program including aerobic, resistance, flexibility, and neuromotor exercise training is (indispensable, essential, necessary) to improve and maintain physical fitness and health
3. (Massage, Fitness, Exercise) is physical activity that is planned and is performed with the goal of attaining or maintaining physical fitness.
4. By understanding these systems and the effects of exercise, we may appreciate how massage may (get, benefit, profit) the sports person and will become an integral part of the athlete's training program.
5. A constant build-up of tension in the muscles from regular activity may (advance, show, lead) to stresses on joints, [ligaments](https://www.brianmac.co.uk/physiol.htm), tendons, as well as the muscles themselves.

***Exercise 4. Answer the questions:***

What do therapeutic exercises involve?

What is the difference between physical activity and exercise?

How is it possible to see that therapeutic exercise contains the components of both physical activity and exercise?

What is physical fitness?

What are the aims of sports massage?

Where does physical activity referred to?

Who can be able to detect variations in the soft tissues?

***Exercise 5. Compose the story on the topics (up to 100 words): 1) “Therapy exercises”, 2) “ Spots massage”.***

**Unit 12**

**IMPACT OF PHYSICAL EDUCATION AND SPORTS IN PROMOTING SOCIAL VALUES AMONG YOUTH**

***Read and translate the text:***

Physical education and sports play a vital role in educating the youth regarding the importance of social values in their life. Reviewed literature investigated the importance of association in educating both minds and body. Further, it also encourages the social values among youth that allow them to develop the social relations with their community. Moreover, the benefits of physical education and sports can influence both academic learning and physical activity of the youth.

In present era, physical education and sports is an essential part of education. It contributes directly to the development of physical competence and fitness. It also helps the youth to be aware of the worth of leading a physically active lifestyle. The healthy and physically active youth is more likely to be academically motivated, attentive, and promising. In other words, we can say that physical education and sports is exclusive to the school core curriculum. It is the only program that provides the opportunities to youth to learn motor skills, mental progress and physical fitness.

The benefits of physical education gained from physical activity such as disease prevention, safety and injury avoidance, decreased morbidity and premature mortality, and increased mental health. The physical education is only the course where youth learn about all of the benefits gained from being physically active as well as the skills and knowledge to incorporate safe, satisfying physical activity into their lives, in addition, to learn how to interact with others. Moreover, it is observed that physical education sessions should be easy to get from preschool until secondary. It’s target to deal with a variety of physical activities and encourage those who are lack of leaning to take up planned competitive sports.

Physical therapist Gonzalez believed that curricular physical education within any sport, not only talented development scheme but a high development in social values among youth. Therefore, the purpose of this study is to investigate the role of physical education in promoting social values among youth.

**PHYSICAL EDUCATION PROGRAMME**

Physical education curriculum can offer youth with the appropriate knowledge, skills, behaviours, and confidence to be physically active in life. Moreover, physical education is the basis of a school physical activity programme. In the same vein, participation in physical activity is correlated with academic advantages like improved concentration, memory, and classroom behaviour. The development of physical abilities and physical conditioning students motivation to continue sports and physical activity are the postulates of the World Health Organization.

**STUDENTS MOTIVATION TO CONTINUE SPORTS AND PHYSICAL ACTIVITY**

Teachers always motivate the youth to contribute to sports and physical activities as well as academic education programmes. Further, they always direct and instruct them, sports and physical activity are vital part of academic education. They have also guided the youth; we cannot imagine wholesome development of human personality without sports and physical education. Moreover, they have to arrange a meeting where to discusses the importance of sports and physical activity as well as academic education with their parents. Further, teachers must involve parents or family members in physical activity giving physical activity ‘homework’ to the students that can be performed together with the parents (e.g. family walks after supper or playing in the park).

***Exercise 1. Learn the following words and word-combinations:***

|  |
| --- |
| Youth, community, academic learning, physical competence, curriculum, avoidance, morbidity, premature mortality, behavior, instruct. |

***Exercise 2.Choose the correct verb form.***

1. It also (had helped, helps, have been helped) the youth to be aware of the worth of leading a physically active lifestyle.
2. The physical education is only the course where youth (was learned, will be learned, learn) about all of the benefits gained from being physically active as well as the skills and knowledge to incorporate safe, satisfying physical activity into their lives, in addition, , to learn how to interact with others.
3. It is target to deal with a variety of physical activities and encourage those who are (lacked, lack, lacking) of leaning to take up planned competitive sports.
4. Therefore, the purpose of this study is to (investigate, investigated, investigating) the role of physical education in promoting social values among youth.
5. Moreover, they have to arrange a meeting in which (have been discussed, discusses, discussing) their parents about the importance of sports and physical activity as well as academic education.

***Exercise 3. Place the words in the correct order.***

1. and, they, direct, are, instruct, sports, academic, always, Further, and, physical, them, activity, part, education, vital, of.
2. motivate, as, sports, youth, as, Teachers, the, contribute, in, programmes, and, activities, well, education, academic, physical, always, to.
3. the, advantages, vein, In, activity, with, correlated, same, in, participation, is, academic, physical, like, concentration, memory, and, improved, behaviour, classroom.
4. until, observed, easy, physical, is, sessions, be, get, should, from, to, preschool, that, it, secondary, education , Moreover.

***Exercise 4. Fill in the blanks (gaps) with the suitable words:***

opportunities, values, competence, program, vital, curricular,

1. Physical education and sports play a \_\_\_\_\_\_\_role in educating the youth regarding the importance of social values in their life.
2. It contributes directly to the development of physical \_\_\_\_\_\_\_and fitness.
3. It is the only\_\_\_\_\_\_\_ that provides the \_\_\_\_\_\_\_to youth to learn motor skills, mental progress and physical fitness.
4. Physical therapist Gonzalez believed that \_\_\_\_\_\_\_physical education within any sport, not only talented development scheme but a high development in social \_\_\_\_\_\_among youth.

***Exercise 5.Give synonyms to the following words:***

1. Community, 2) lifestyle, 3) core, 4) development, 5) youth, 6) academic, 7) purpose, 8) morbidity.

***Exercise 6. Answer the questions:***

1. What benefits of physical education and sports can influence on?
2. What helps the youth to be aware of the worth of leading a physically active lifestyle?
3. What are the benefits of physical activity?
4. What is the purpose of this study?
5. Who can motivate the youth to contribute to sports?

***Exercise 7. Compose the story on the topics (up to 100 words): 1) “Physical education programme”, 2) “ Students motivation to continue sport activity”.***

**Unit 13**

**CAREERS AND PROFESSIONAL CONSIDERATIONS IN PHYSICAL EDUCATION AND SPORT**

***Read and translate the text:***

Traditionally careers in physical education and sport have focused on teaching and coaching in schools and universities. In addition, teaching and coaching careers in nonschool settings such as community centers and commercial clubs (e.g., gymnastics, tennis, or swimming clubs) have become increasingly available. Interest in nonteaching careers has been great as well. Many physical educators are pursuing careers in the fitness field working in health clubs or corporate fitness centers. Still other physical educators are employed in the areas of sport management, sports medicine, and sport media. The increased specialization within the field of physical education has created additional careers opportunities. For example, biomechanists may work for sporting goods companies designing and testing sport equipment and apparel such as running shoes. Exercise physiologists may be employed in corporate fitness center, hospital cardiac rehabilitation program, or a sports medicine clinic. Career opportunities for a student who has studied physical education have never been greater.

Selecting a career pathway from many available options requires careful consideration of many factors. Choosing a career involves the process of decision making. To make an informed decision, information must be gathered from the appropriate sources and evaluated. Your personal strengths, interests, goals, and preferences are the most important considerations in choosing a career. Discerning this information requires a process of self-assessment. In selecting a career you must also consider information about the career itself. This information may be gathered through research and by talking to practitioners about your prospective career.

Professional preparation for a career involves academic studies, related experiences, and professional activities. Planning for a career demands understanding of the nature of the work to be performed and the requirements of the job. As you read about different career opportunities in physical education and sport, be flexible and open minded and explore career opportunities that interest you.

**DIRECTOR OF INDUSTRIAL RECREATION**

More and more companies are providing recreational and sport opportunities for their employees. As the number of programs has increased, the need for qualified professionals to direct these activities has reviled itself. The responsibilities associated with this position are similar to those associated with the director of intramural and/or campus recreation.

These responsibilities include establishing a program of activities, setting up athletic teams, scheduling contests, providing instruction, and supervising personnel. As industrial recreation programs continue to grow opportunities for qualified professionals will grow as well.

**SPORT LAW**

One career opportunity that has attracted the interest of some physical educators is sport law. In litigation involving sport, a physical educator’s background and practical experience as a teacher and as a coach can be asset.

A career in sport law is not a career that can be prepared directly through one’s undergraduate academic experiences. The practice of sport law requires the completion of law school, which typically involves a 3-year program of study. Admission requires an excellent academic average, and many law schools also have prerequisites or preferences regarding candidates’ areas of undergraduate study. For practitioners with experience seeking to change their career focus, however, sport law may be an attractive area of study. The growth of sport management curricula has also created a need for individuals with preparation in sport law to teach courses in sport law and liability. Another career opportunity for individuals with expertise in sport law is in working with professional athletes, serving as their agents in contract negotiations.

***Exercise 1. Learn the following words and word-combinations:***

|  |
| --- |
| Coaching, nonschool settings, sport media, specialization, equipment, apparel, cardiac rehabilitation, available, self-assessment, requirements, admission, sport law. |

***Exercise 2. Ask questions to the given answers.***

1. Traditionally careers in physical education and sport have focused on teaching and coaching in schools and universities (e.g., gymnastics, tennis, or swimming clubs) have become increasingly available.
2. Still other physical educators are employed in the areas of sport management, sports medicine, and sport media.
3. Your personal strengths, interests, goals, and preferences are the most important considerations in choosing a career.
4. Professional preparation for a career involves academic studies, related experiences, and professional activities.
5. The increased specialization within the field of physical education has created additional careers opportunities. For example, biomechanists may work for sporting goods companies designing and testing sport equipment and apparel such as running shoes. Exercise physiologists may be employed in corporate fitness center, hospital cardiac rehabilitation program, or a sports medicine clinic.

***Exercise 3.Choose the correct word.***

1. More and more companies are (rendering, providing, sending) recreational and sport opportunities for their employees.
2. As industrial recreation programs continue to (grow, fall, decline), opportunities for qualified professionals will grow as well.
3. One career opportunity that has ( interested, pulled, attracted) the interest of some physical educators is sport law.
4. The practice of sport law requires the completion of law school, which typically involves a (3-year, 6-year, a year) program of study.
5. For (professionals, practitioners, amateurs) with experience seeking to change their career focus, however, sport law may be an attractive area of study.

***Exercise 4. Answer the questions:***

1. What does the admission require?

2. What are the career opportunities for individuals with expertise in sport law?

3. What are his/her responsibilities there?

4. Can a career in sport law be prepared for directly through one’s undergraduate academic experience?

5. What does the practice in sport law require?

6. How may information be gathered?

7. Where are physical educated employed?

***Exercise 5. Read the text and put the following sentences in the correct order:***

1. This information may be gathered through research and by talking to practitioners about your prospective career.
2. In addition, teaching and coaching careers in nonschool settings such as community centers and commercial clubs (e.g., gymnastics, tennis, or swimming clubs) have become increasingly available.
3. Another career opportunity for individuals with expertise in sport law is in working with professional athletes, serving as their agents in contract negotiations.
4. Choosing a career involves the process of decision making.
5. Exercise physiologists may be employed in corporate fitness center, hospital cardiac rehabilitation program, or a sports medicine clinic.

***Exercise 6. Compose the story on the topics (up to 100 words): 1) “Careers in physical education and sport”, 2) “ Sport law ”.***

**Unit 14**

**COACHING CAREERS IN PHYSICAL EDUCATION AND SPORT**

***Read and translate the text:***

Many prospective physical educators aspire to a career as a coach. Because a teaching certificate is required by many states to coach, many aspiring coaches enroll in a program of study leading to a teaching certificate in physical education. Some of these prospective coaches seek a dual career as a teacher and a coach, whereas others desire solely to coach and view a teaching career as a means to attain their ultimate ambition.

Within the last decade coaching opportunities have increased tremendously. There has been noticed the growth of interscholastic and intercollegiate competition for women. The increased interest in sport by people of all ages also served as a stimulus to increase opportunities in competitive athletics.

Similar to teaching, opportunities to coach today exist in both the school and nonschool setting. At the interscholastic level, opportunities are available to coach at several levels, including middle school, junior school, and high school. Intercollegiate coaching opportunities are found in 2-year community colleges as well as 4-year colleges and universities. In nonschool settings coaching opportunities are available with professional teams, commercial sport clubs, and community recreation and sport programs. The line of demarcation between coaching and teaching is fine at some commercial clubs and community centers. Teaching or coaching elite gymnasts and working with age-group swimmers are examples of opportunities in these fields.

Teaching responsibilities may be associated with coaching. At the interscholastic level it is expected that coaches will teach classes at school; often coaches teach physical education. At the collegiate level some coaches are hired solely to coach and have no teaching responsibilities. At other higher education institutions coaches may have teaching responsibilities in the general physical education program or in the professional preparation program. Administrative responsibilities also may be associated with coaching.

**WHAT ARE THE BENEFITS AND DRAWBACKS OF COACHING**

Like teaching, a coaching career has both advantages and disadvantages. Many intrinsic rewards are associated with coaching. The opportunity to work with athletes and strive side by side with them to achieve their fullest potential, the excitement of winning and the satisfaction associated with giving the best of oneself, and the respect accorded to a coach are some of the intrinsic benefits of coaching.

There are several drawbacks associated with coaching. The hours are often long and arduous. The practice hours and the hours spend on coaching during a competition are the most visible indications of the amount of time involved in coaching. Many hours may be spent preparing practices, reviewing the results of games and planning the next encounter, counseling athletes, performing public relation work, and, at the collegiate level, recruiting.

Salaries vary greatly, depending on the level coached, the sport coached, and the coach’s position as the head or assistant coach. Salaries at the high school level can range from a small stipend to a few thousand dollars, whereas coaches at the collegiate and professional levels may have contracts worth hundreds of thousands of dollars.

A high turnover rate is associated with coaching. Unlike teaching, coaches are often placed under tremendous pressure to achieve – to have a winning season. Many coaches are fired because of a lackluster win-loss record or for having a poor working relationship with the administration or alumni.

***Exercise 1. Learn the following words and word-combinations:***

|  |
| --- |
| Prospective, aspire, enroll, coaching, interscholastic, commercial clubs, nonschool, teaching responsibilities, solely, encounter, win-loss, collegiate level. |

***Exercise 2. Give antonyms to the following words:***

1. Enroll, 2) strive, 3) poor, 4) responsibility, 5) small, 6) visible, 7) tremendous, 8) advantages.

***Exercise 3. Place the words in the correct order.***

1. opportunities, increased, the, coaching, last, Within, tremendously, decade, have.
2. coaching, also, responsibilities, may, with, associated, be, Administrative.
3. with, high, is, turnover, associated A, coaching, rate.
4. are, There, drawbacks, several, coaching, associated, with.

***Exercise 4. Answer the questions:***

1. Do you need to have a certificate to be a coach?

2. Why have coaching opportunities increased lately?

3. Where do the coaching opportunities exist?

4. May teaching responsibilities be associated with coaching?

5. What are coach’s responsibilities at school?

***Exercise 5. Fill in the blanks (gaps) with the suitable words:***

visible, coaching, elite, position, age-group, women.

1. Salaries vary greatly, depending on the level coached, the sport coached, and the coach’s \_\_\_\_\_\_\_as the head or assistant coach.
2. There has been noticed the growth of interscholastic and intercollegiate competition for\_\_\_\_\_\_\_.
3. Teaching or coaching \_\_\_\_\_\_\_gymnasts and working with \_\_\_\_\_\_\_swimmers are examples of opportunities in these fields.
4. The practice hours and the hours spend on \_\_\_\_\_\_\_during a competition are the most \_\_\_\_\_\_\_indications of the amount of time involved in coaching.

***Exercise 6. Compose a story on one of the topic (up to 100 words): 1) “Coaching careers”,***

***2) “Benefits and drawbacks of coaching”.***

**UNIT 15**

**MANAGEMENT IN THE FIELD OF PEOPLE AND SPORT**

***Read and translate the text:***

Sport employs many millions of people around the globe, it is played or watched by the majority of the world’s population, and, at the elite or professional level, has moved from being an amateur pastime to a significant industry. The growth and professionalization of sport has driven changes in the consumption, production and management of sporting events and organizations at all levels of sport. Countries with emerging economies such as Brazil, hosts of the 2014 World Cup for football and the 2016 Olympic Games, increasingly consider sport as a vehicle for driving investment in infrastructure, for promoting their country to the world to stimulate trade, tourism and investment, and for stimulation national pride amongst their citizens.

Managing sports organizations at the start of the twenty-first century involved the application of techniques and strategies evident in the majority of modern business, government and nonprofit organizations. Sports managers engaged in strategic planning, managed large numbers of paid and voluntary human resources, dealed with broadcasting contracts worth billions of dollars, managed the welfare of elite athletes who sometimes earned 100 times the average working wage, and worked within highly integrated global networks of international sports federations, national sport organizations, government agencies, media corporations, sponsors and community organizations. Students seeking a career as a sport manager need to develop an understanding of the special features of sport and its allied industries, the environment in which sport organizations operate, and the types of sport organizations that operate in the public, nonprofit and professional sectors of the sport industry.

Smith and Stewart (2010) provided a list of ten unique features of sport which can assist us to understand why the management of sports organizations requires the application of specific management techniques. A unique feature of sport is the phenomenon of people developing irrational passions for sporting teams, competitions, or athletes. Sport has a symbolic significance in relation to performance outcomes, success and celebrating achievement that does not occur in other areas of economic and social activity.

Sports managers must learn to harness these passions by appealing to people’s desire to buy tickets for events, become a member of a club, donate time to help run a voluntary association, or purchase sporting merchandise. They must also learn to apply clear business logic and management techniques to the maintenance of traditions and connections to the nostalgic aspects of sport consumption and engagement. There are also marked differences between sports organizations and other businesses in how they evaluate performance. Private or publicly listed companies exist to make profits and increase the wealth of shareholders or owners, whereas in sport, other imperatives such as winning championships, delivering services to stakeholders and members, or meeting community service obligations may take precedence over financial outcomes. Sports managers need to be cognizant of these multiple organizational outcomes, while at the same time being responsible financial managers to ensure they have the requisite resources to support their organization’s strategic objectives. Careers in sports management tend to be highly competitive - especially in the glamorous and high-profile world of major professional team sports. Even so, the industry always has a place for capable, hard-working, results-oriented professionals.

***Exercise 1. Learn the following words and word-combinations:***

|  |
| --- |
| Significant industry, management, vehicle, engage, voluntary, human resources, performance, stakeholders, obligations, financial outcomes, community, engagement. |

***Exercise 2. Give synonyms to the following words:***

1. Globe, 2) athlete, 3) unique, 4) desire, 5) management, 6) welfare, 7) profit, 8) glamorous.

***Exercise 3. Choose the correct verb form.***

1. There are also marked differences between sports organizations and other businesses in how they (have been evaluate, evaluate, evaluated) performance.
2. Sport (employing, employed, employs) many millions of people around the globe, it is played or watched by the majority of the world’s population, and, at the elite or professional level, (has moved, have moved, moving) from being an amateur pastime to a significant industry.
3. A unique feature of sport is the phenomenon of people (has developed, developed, developing) irrational passions for sporting teams, competitions, or athletes.
4. Even so, the industry always (had, have had, has) a place for capable, hard-working, results-oriented professionals.
5. Students seeking a career as a sport manager need to develop an understanding of the special features of sport and its allied industries, the environment in which sport organizations operate, and the types of sport organizations that operate in the public, nonprofit and professional sectors of the sport industry.

***Exercise 4. Read the text and put the following sentences in the correct order:***

1. Smith and Stewart (2010) provided a list of ten unique features of sport which can assist us to understand why the management of sports organizations requires the application of specific management techniques.
2. There are also marked differences between sports organizations and other businesses in how they evaluate performance.
3. They must also learn to apply clear business logic and management techniques to the maintenance of traditions and connections to the nostalgic aspects of sport consumption and engagement.
4. Countries with emerging economies such as Brazil, hosts of the 2014 World Cup for football and the 2016 Olympic Games, increasingly consider sport as a vehicle for driving investment in infrastructure, for promoting their country to the world to stimulate trade, tourism and investment, and for stimulation national pride amongst their citizens.
5. Managing sports organizations at the start of the twenty-first century involved the application of techniques and strategies evident in the majority of modern business, government and nonprofit organizations.

***Exercise 5. Answer the questions:***

1. When did managing sports organizations involve the application of techniques and strategies evident in the majority of modern business, government and nonprofit organizations.?

2. What are sports managers engaged in?

3. What is a unique feature of sport?

4. What must sports managers learn?

5. What are marked differences between sports organizations and other businesses?

6. When did Smith and Stuart provide a list of ten unique features of sport?

***Exercise 6. Compose the story on the topics (up to 100 words): 1)“ Managing sports organization” , 2)“Responsibilities of sport managers”.***

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**Keys.**

**Unit 1**

***Exercise 3.***

1. A “golden age” of physical education and sport refers to ancient Greece.

2. The boys began with a general physical training program.

3. Athletic contests were the main attraction and drawing force there.

4..Physical education and sport was a vital part of every Greek man and began in childhood.

***Exercise*.4**

1. have been shaped

2. states

3. is entering

4. was declared

5. refers

***Exercise5.***

1. What does studying history also provide?

2. Why was physical fitness promoted among the populace?

3. What did the Greeks strive for?

4. What evidences are there about physical activity being popular?

***5.*** Whatwere the main attraction and drawing force in ancient Greece?

***Exercise 6.***

1. educate, educator, educative, educational

2. act, acting, actor, action, actual, actuality.

3. develop, developer, developmental

4. contribute, contribution, contributor

5. intension, intensity

6. special, specialist, speciality, specialize, specially

**Unit** **2**

***Exercise 2***

1. aim, target

2. wish

3. result

4. help, aid

5. extend, widen. broaden

6. different

7. achievement, progress

8. show

***Exercise 3***

1. provides.

2. have

3. efforts

4. complete

5. approach

***Exercise 4.***

3, 4, 1, 5, 2.

**Unit 3**

***Exercise 2.***

1. physical education 5. substantive factors

2. tripartite concept 6. rigorous methods

3 prospective effects 7 amended measures

4. particular method **8**personal activity

***Exercise 3.***

1) little, few 2) dependent, 3) low, 4) the same, 5) pure, 6) empty, 7) simple

8) difficult, 9) narrow, !0) ancient

***Exercise 4***

*1****.*** determined

2. substantive

3. support

4. depend

5. mixed

**Unit 4**

***Exercise.2***

***1.*** greater, the greatest

***2.*** more effective, the most effective

3. shorter, the shortest

4. more difficult, the most difficult

5. smaller, the smallest

6. more complicated, the most complicated

7. higher, the highest

8. longer, the longest

***Exercise3***

1 include

2.have greatly influenced

3.is

4. appears,

***Exercise 4.***

1- C

2 - D

3 - A

4 - B

5 - F

6 - E

**Unit 5**

***Exercise 2***

1. - F

2. - T

3.- F

4 - T

5 - F

***Exercise 3***

1 - E

2 – C

3 – A

4 – B

5 - D

***Exercise 4***

1- consequence

2  ***-*** individuals

3 **-** forces

4 ***-*** application

5 - promise

**UNIT 6**

***Exercise 2***

1. Philosophy is critical to our endeavors.

2 Each professional should develop his or her own philosophy.

3. A philosophy of physical education and sport serves several functions:

4. What is relevant to the needs of today’s youths and adults?

5 Should the media scrutinize the private lives of professional athletes?

.

***Exercise*.3**

1- is concerned

2 - has led

3- include

4 - has been seen

5– serves

**Unit 7**

***Exercise 2***

1 – C

2 – E

3 – A

4 – D

5 - B

***Exercise 3.***

1. How many main systems are there of the body?

2. What does the nervous system consist of?

3.What is the main function of the respiratory system?

4. What is the prophylactic role of sports morphology?

5. Why is sports morphology attracting more and more attention?

***Exercise 4***

A group of systems composes an organism. 2.,

There are nine main systems of the body: skeletal, muscular, nervous, circulatory, digestive, respiratory, urinary, endocrine and reproductive.

the urinary bladder, where the urine is stored until it is discharged;

The main function of the skeletal system is structural. The muscular system consists of the skeletal muscles and their associated structures. The main function of this system is to move us about.

is a science that studies all the features of an athlete's body structure, changes in organs and systems during training loads.

Its main function is to convey oxygen to the lungs, where it can enter the blood stream

Sports morphology solves the following tasks: determination of morphological and functional features that can be used as criteria for sports selection and sports orientation;

**Unit 8**

***Exercise* 2**

1. Physiology is the study of how the human body works. It describes the chemistry and physics behind basic body functions, from how molecules behave in cells to how systems of organs work together.
2. Cell physiology, Developmental physiology, Evolutionary physiology, Systems physiology, [Exercise physiology](https://biologydictionary.net/exercise-physiology/).
3. Systems physiology (also known as systems biology) as a subfield emerged in the 1990s.
4. Doctors use physiology to learn more about many different organ systems.
5. cardiovascular system, [digestive system](https://www.webmd.com/heartburn-gerd/your-digestive-system), [endocrine system](https://www.webmd.com/diabetes/endocrine-system-facts), [immune system](https://www.webmd.com/cold-and-flu/immune-system-function), [respiratory system](https://www.webmd.com/lung/how-we-breathe), [nervous system](https://www.webmd.com/brain/what-is-nervous-system), renal system , reproductive system , muscular system , skeletal system.
6. human anatomy is the study of the body’s structures, physiology is the study of how those structures work.
7. How do your organ systems keep your temperature relatively stable in different environments? How does your body keep your [blood sugar](https://www.webmd.com/diabetes/how-sugar-affects-diabetes) and other chemical levels constant even when you eat different foods?

***Exercise* 3**

1. While human anatomy is the study of the body’s structures, physiology is the study of how those structures work.

2. For each system, physiology sheds light on the chemistry and physics of the structures involved.

3. They’re also exploring the process by which [eyes](https://www.webmd.com/eye-health/picture-of-the-eyes) detect light, from how the cells in the retina process light particles called photons to how the [eyes](https://www.webmd.com/eye-health/eye-assessment/default.htm) send signals about images to the brain.

4. [Exercise physiology](https://biologydictionary.net/exercise-physiology/) studies of the processes that occur in the body during physical exercise.

5. Cell physiology studies how cells carry out their processes and interact with each other.

***Exercise* 4**

1. do

2. are, is

3. has chanced

4. does, chemical

5. use

***Exercise*** 1. learn,review, investigate, explore, research

2. discover, notice, find, identify

3. development, progress, growth, advancement

4. include, require, necessitate, imply

5. answer, reply, response, react

**Unit 9**

***Exercise*** **2**

1. What is one of the most rapidly growing fields of specialization in physical education?

2. What is exercise physiology concerned with?

3. Is knowledge of exercise physiology essential for the practitioner?

4. What principles must practitioners follow in constructing programs to meet each individual’s needs and goals?

5. What has made the field of exercise physiology increasingly sophisticated lately?

***Exercise*** **3**

1)quick, fast,swift, speedy

2)most important, of greatest importance

3) authorize, sanction, warrant, license

4) authorize, sanction, warrant. License, qualify, allow

5) manner,method,methodology

6) course of action, line of action, plan of action, method,system

7) single,separate,discrete,independent

8) investigation,experimentation, testing

***Exercise*** **4**

1. The individual’s initial level of fitness must be considered
2. Knowledge of exercise physiology is essential for the practitioner.
3. Exercise [physiology](https://biologydictionary.net/physiology/) is the study of the body’s responses to physical activity.
4. Fitness is a major area of study for the exercise physiologist.

***Exercise*** **5**

1. Measure
2. Progress
3. Equip
4. Guide
5. Educate
6. Improve

**Unit 10**

***Exercise*** **2**

1. performed
2. shows
3. involving, use
4. incorporated
5. include

***Exercise*** **3**

1. exclude, turn on, display
2. purely, just, merely, difficult, hardly
3. unhealthy
4. disprove, neither confirm, refute
5. little
6. unhelpful, useless, inefficient
7. unqualified, unskilled, untrained
8. inactivity, inaction, omission, passivity

***Exercise*** **4**

1. cardiovascular fitness, muscular strength, and muscular endurance.
2. a repetition maximum of strength-based exercises, like squats or bench presses, to assess muscular strength. It may also involve performing exercises, like bodyweight squats, until exhaustion, which tests muscular endurance.
3. After initial weight and body fat testing, resistance exercises will be requested, such as sit-ups and push-ups, until exhaustion to determine their muscular endurance levels.
4. a sports medicine doctor
5. The doctor will likely measure heart rate during and after these tests to determine just how well the heart is working.
6. A physical fitness test provides a doctor with valuable information about [overall health and wellness](https://jflowershealth.com/8-dimensions-of-wellness/). For example, it can tell a doctor if there are any underlying health conditions that have resulted from addiction.
7. a physical fitness assessment can tell a doctor if a person is healthy enough to engage in an exercise program.

***Exercise*** **5**

1. treadmill
2. rehabilitation program
3. assessed
4. abstinent
5. benchmark

***Exercise*** **6.**

1. Physical fitness is simply the body’s ability to complete physical work
2. After initial weight and body fat testing, resistance exercises will be requested, such as sit-ups and push-ups, until exhaustion to determine their muscular endurance levels.
3. These types of tests can be quite helpful in developing a complete understanding of current health. Physical fitness can play an important role in an individual’s treatment journey.
4. When incorporated into a holistic treatment program, exercise interventions can enhance the results and ensure that a person gets the most out of their rehabilitation program.
5. Furthermore, a fitness assessment provides the doctor with baseline information about fitness levels and tells him or her what sort of exercise program is appropriate for individual needs.

**Unit 11**

***Exercise***.2

1. Activity
2. Function
3. Program
4. Exercise
5. Massage
6. Schedule
7. Part
8. system

***Exercise***.**3**

1. Increase
2. Indispensable
3. Exercise
4. Benefit

5.Lead

***Exercise*** **4**

1. therapeutic exercise involves movement prescribed to correct impairments, restore muscular and skeletal function and/or maintain a state of well-being.
2. Physical activity refers to the contraction of skeletal muscle that produces bodily movement and requires energy. Exercise is physical activity that is planned and is performed with the goal of attaining or maintaining physical fitness.
3. Having considered definitions of therapeutic exercise, physical activity and exercise, it is possible to see that therapeutic exercise contains the components of both physical activity and exercise.
4. Physical fitness is a set of traits that allows an individual to perform physical activity.
5. Physical activity refers to the contraction of skeletal muscle that produces bodily movement and requires energy.
6. Sports massage have some aims in common with other forms of massage, and it is especially important to have a thorough understanding of anatomy and physiology, in particular, the muscular and [skeletal systems](https://www.brianmac.co.uk/physiol.htm).
7. The skilled massage therapist

**UNIT 12**

***Exercise*** **2**

1. Helps
2. Learn
3. Lack
4. Investigate
5. Discusses

***Exercise* 3**

1 Further, they always direct and instruct them, sports and

physical activity are vital part of academic education.

2.Teachers always motivate the youth to contribute in sports and physical activities as well as

academic education programmes.

3.In the same vein, participation in physical activity is correlated with academic advantages like improved concentration, memory, and classroom behaviour.

4.Moreover, it is observed that physical education sessions should be easy to get from preschool until secondary.

***Exercise*** 4

1. Physical education and sports plays a vital role in educating the youth regarding the importance of social values in their life.
2. It contributes directly to development of physical competence and fitness.
3. It is the only program that provides the opportunities to youth to learn motor skills, progress mental and physical fitness.
4. Physical therapist Gonzalez believed that curricular physical education within any sport, not only talent development scheme but a high development in social values among youth.

***Exercise* 5**

1, group, company

2. way of life, way of living

3. central, basic,fundamental, primary, main

4. evolution, growth, maturing

5. teen,lad, youngster

6. educational, scholastic, instructional, pedagogical

7. motive, motivation

8. incidence, sickness, unhealthiness

***Exercise*** **6**

1. the benefits of physical education and sports can influence both academic learning and physical activity of the youth.
2. In present era, physical education and sports is an essential part of education. It contributes directly to development of physical competence and fitness.
3. such as disease prevention, safety and injury avoidance, decreased morbidity and premature mortality, and increased mental health.
4. the purpose of this study is to investigate the role of physical education in promoting social values among youth.
5. Teachers always motivate the youth to contribute in sports and physical activities as well as

academic education programmes. Further, they always direct and instruct them, sports and

physical activity are vital part of academic education.

**UNIT 13**

***Exercise*** **2**

1. What are traditional careers in physical education and sport?

2. What other areas can physical educators be employed?

3. What must be taken into consideration while choosing a career?

4. What does professional preparation for a career involve?

5. Have the career opportunities for a student who has studied physical education never been greater?

***Exercise*** **3**

1. providing
2. grow
3. attracted
4. 3-year
5. Practitioners

***Exercise*** **4.**

1. Admission requires an excellent academic average, and many law schools also have prerequisites or preferences regarding candidates’ areas of undergraduate study.
2. A career opportunity for individuals with expertise in sport law is in working with professional athletes, serving as their agents in contract negotiations.
3. The responsibilities associated with this position are similar to those associated with the director of intramural and/or campus recreation. These responsibilities include establishing a program of activities, setting up athletic teams, scheduling contests, providing for instruction, and supervising personnel.
4. No, a career in sport law is not a career that can be prepared for directly through one’s undergraduate academic experiences.
5. The practice of sport law requires the completion of law school, which typically involves a 3-year program of study.
6. To make an informed decision, information must be gathered from the appropriate sources and evaluated.
7. physical educators are employed in the areas of sport management, sports medicine, and sport media.

***Exercise*** **5.**

1. In addition, teaching and coaching careers in nonschool settings such as community centers and commercial clubs (e.g., gymnastics, tennis, or swimming clubs) have become increasingly available.
2. Exercise physiologists may be employed in corporate fitness center, hospital cardiac rehabilitation program, or a sports medicine clinic.
3. Choosing a career involves the process of decision making.
4. This information may be gathered through research and by talking to practitioners about your prospective career.
5. Another career opportunity for individuals with expertise in sport law is in working with professional athletes, serving as their agents in contract negotiations.

**Unit 14**

***Exercise*** 2

1. leave

neglect.

agree.

discourage

1. unlikely.

helpless.

impossible.

1. irresponsibility.

benefit.

blessing.

1. big

large

1. hidden.

Inconspicuous

1. tiny

small

slight

soft

1. disadvantage.

disapproval.

***Exercise*** 3

1. Within the last decade coaching opportunities have increased tremendously.
2. Administrative responsibilities also may be associated with coaching.
3. A high turnover rate is associated with coaching.
4. There are several drawbacks associated with coaching.

***Exercise*** 4

1. Yes, Because a teaching certificate is required by many states to coach, many aspiring coaches enroll in a program of study leading to a teaching certificate in physical education.
2. Within the last decade coaching opportunities have increased tremendously. There has been noticed the growth of interscholastic and intercollegiate competition for women. The increased interest in sport by people of all ages also served as a stimulus to increase opportunities in competitive athletics.
3. Similar to teaching, opportunities to coach today exist in both the school and nonschool setting.
4. Yes, Teaching responsibilities may be associated with coaching.
5. At the interscholastic level it is expected that coaches will teach classes in the school; often coaches teach physical education.

***Exercise*** 5

1. Position
2. Women
3. Elite, age-group
4. Coaching, visible

**Unit 15**

***Exercise*** 2

1. world

earth

universe

planet

1. sportswoman

sportsman

sportsperson

1. distinctive

individual

special

1. wish

want

fancy

1. administration,

care,

charge,

1. well-being

health

1. gain

return(s), payback

dividend

interest

1. alluring

beautiful

attractive

elegant

***Exercise*** 3

1. evaluate
2. employs, has moved
3. developing
4. has
5. engage

***Exercise*** 4

1. Countries with emerging economies such as Brazil, hosts of the 2014 World Cup for football and the 2016 Olympic Games, increasingly see sport as a vehicle for driving investment in infrastructure, for promoting their country to the world to stimulate trade, tourism and investment, and for stimulation national pride amongst their citizens.
2. Managing sports organizations at the start of the twenty-first century involved the application of techniques and strategies evident in the majority of modern business, government and nonprofit organizations..
3. Smith and Stewart (2010) provide a list of ten unique features of sport which can assist us to understand why the management of sports organizations requires the application of specific management techniques.
4. They must also learn to apply clear business logic and management techniques to the maintenance of traditions and connections to the nostalgic aspects of sport consumption and engagement.
5. There are also marked differences between sports organizations and other businesses in how they evaluate performance.

***Exercise*** 5.

1. involves the application of techniques and strategies evident in the majority of modern business, government and nonprofit organizations.
2. engage in strategic planning, manage large numbers of paid and voluntary human resources, deal with broadcasting contracts worth billions of dollars, manage the welfare of elite athletes who sometimes earn 100 times the average working wage, and work within highly integrated global networks of international sports federations, national sport organizations, government agencies, media corporations, sponsors and community organizations.
3. A unique feature of sport is the phenomenon of people developing irrational passions for sporting teams, competitions, or athletes.
4. must learn to harness these passions by appealing to people’s desire to buy tickets for events, become a member of a club, donate time to help run a voluntary association, or purchase sporting merchandise.
5. There are also marked differences between sports organizations and other businesses in how they evaluate performance.
6. 2010