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**МІНІСТЕРСТВО ОСВІТИ І НАУКИ УКРАЇНИ**

**НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ ФІЗИЧНОГО ВИХОВАННЯ І СПОРТУ УКРАЇНИ**



**FOUNDATIONS OF PHYSICAL EDUCATION AND SPORT**

навчально-методичний посібник **«**Foundations of Physical Education and Sport» для роботи з дисципліни «Професійно-орієнтована іноземна мова» підготовки освітнього ступеня «Магістр», спеціальність 017 «Фізична культура і спорт (теорія та методика спортивної підготовки в олімпійських видах спорту)» вищих навчальних закладів спортивного профілю

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Навчальний посібник рекомендується для використання у програмі підготовки студентів з фаху «Теорія та методика організації фізичної культури та масового спорту» для професійно-зорієнтованого навчання англійській мові – здобувачів вищої освіти освітнього ступеня магістра зі спеціальності «Фізична культура і спорт» Національного університету фізичного виховання і спорту України, які опанували підгрунтя нормативної граматики та мають запас загальновживаної лексики у межах 2000-25000 лексичних одиниць.

Цей матеріал розрахований на 140 годин аудиторної та самостійної роботи і є варіантом вивчення іноземної мови на текстовому підґрунті оригінальної спеціальної літератури, а саме 12 видання американського підручника “Foundations of Physical Education and Sport”, 1995, WCB McGraw-Hill, який передбачає роботу не лише над лінгвістичними аспектами, але і сприяє зростанню професіоналізму майбутнього фахівця, тобто оволодіння іншомовною лексикою стає не лише самоціллю, але і засобом для удосконалення необхідних професійних навичок.

Посібник зберіг логічну послідовність подання матеріалу оригіналу:

1. Discipline of Physical Edukation.
2. Human Movement Phenomena.
3. Terminology within the Discipline of Physical Education.
4. Physical Education and Philosophy.
5. Objectives for Physical Education and Sport.
6. Role of Physical Education and Sport in Society and Education.
7. Movement: Keystone of Physical Education and Sport.
8. Historical Foundations of Physical Education and Sport.
9. Exercise Physiology and Fitness.
10. Psychological Foundations of Physical Education and Sport.
11. Sociological Foundations of Physical Education and Sport.
12. Biomechanical Foundations of Physical Education and Sport.
13. Carres and Professional Considerations in Physical Education and Sport.
14. Coaching Carees in Physical Education and Sport.
15. Leadership and Professional Organizations in Physical Education and Sport.
16. Issues, Challenges and Future of Physical Education and Sport.

Окрім формування навичок розуміння текстового матеріалу, розширення словникового запасу за рахунок професійної термінології та удосконалення граматичного піґрунтя даний посібник зорієнтований на розвиток навичок усного мовлення із застосуванням активних та інтенсивних методів навчання на матеріалах діалогів, монологів, усних тем, які виносяться на іспити, аудіювання, а також спеціальних завдань для групових дискусій з використанням спеціальної термінології, ситуативних та практичних завдань для роботи як індивідуально, так і у групі. Наявність комплексу контрольних завдань дає можливість оцінити ступінь засвоєння матеріалу.

Запропонований метод професійно-зорієнтованого навчання англійській мові на цьому рівні сприяє можливості робити свій внесок у підготовку фахівців відповідно до наявних стандартів.

Довідковий розділ представлений великим англо-українським словником.

UNIT I

**INTRODUCTION TO**

**“FOUNDATIONS OF PHYSICAL EDUCATION AND SPORT”**

I. *Read, translate and learn the key words and phrases of the unit*:

1. foundation, decision, choice, upheaval, cutback, unemployment, concern, environment, implementation, measure, pollution, destruction, quality, a call for = need, growth, area = field, implication, segment, boom, coverage, ability, desire, awareness, responsibility, attainment, well-being, exploration = study = research, insight, endeavor, willingness, issue, challenge, educator;
2. to face, to occur = to happen, to result in, to generate, to lead to, to emphasize, to witness, to typify, to boom, to be aware, to explore, to attain, to guide, to rest, to require, to address, to take on, to enrich, to fulfill;
3. extremely, inner, inflated, mounting, increased, recent, provided, few, sound, lifelong;
4. to make the choice, a work place, projected future development, to have implication for, wellness movement, to receive worldwide coverage, as a result, as a possible career, developing trends, a true meaning.

# Text.

**INTRODUCTION TO**

**“FOUNDATIONS OF PHYSICAL EDUCATION AND SPORT”**

The person choosing a career in today’s world is faced with critical decision. Many

changes have occurred in the last few years that make the choice extremely difficult. The nation’s economy has been in a state of upheaval, resulting in problems such as budget cutbacks, inflated prices, inner city difficulties, unemployment, and mounting government deficits. Increased technology has resulted in changes in the work place. Concern for the environment has generated the implementation of protective measures against noise, radiation, and the pollution or destruction of land, forests, and waterways. Concern about the quality of education provided for young people has led to calls for educational reform. The growth of knowledge in recent years and projected future developments in the areas of information and technology have led educators to emphasize the need for lifelong learning.

Many changes in the culture that have taken place in the past few years have implications for physical education and sport. We have witnessed the growing interest in sport by all segments of society typified by the fitness boom and the wellness movement. More people are engaging in physical activities of all types, the number of spectators at sport events is growing, and the sale of sport equipment is booming. Sport events receive worldwide coverage. More people of all ages and abilities are aware of more and different kinds of sport and physical activities and have a desire for instruction in skills to participate. New interest has been generated in health and fitness. The wellness movement has increased people’s awareness of their responsibility for their own health and has drawn attention to the role of fitness and health in the attainment of optimal well-being. The interest in sport and fitness by people of all ages and abilities has stimulated the growth of nonschool physical education and sport programs for all segments of the population.

Most young persons like sport and other forms of physical activity. They are also concerned with the nation’s health and fitness. As a result many young persons are exploring the field of physical education and sport as a possible career. As part of this exploration process they want to know the developing trends in the field, and the personal and professional qualities that will help them attain success if they choose physical education and sport as a career. Young persons want information that will give them new insights into the true meaning of physical education and sport, a sound philosophy that will guide them in their future endeavors, knowledge of the history of this field and its influence, and an understanding of the physiological, psychological, sociological, and biomechanical foundations on which this profession rests. Preparation for the 21st century requires a willingness to address the issues and take on the challenges confronting physical educators if the potential of physical education and sport to enrich the lives of all people is to be fulfilled.

* 1. *Listen to the text. Answer the questions.*

1. Is it easy today to choose a career? 2. Why is it difficult to make a decision? 3. Is the interest in physical education and sport growing by all segments of society? 4. Are more people of all ages and abilities aware of more and different kinds of sport and physical activities or not? 5. Why do young people choose physical education and sport as a possible career? 6. What kind of information must a proficient physical education specialist possess? 7. What tasks confront physical education and sport in XXI century?

* 1. *Read and translate in writing the text with help of dictionary.*
  2. *Find the English equivalents in the text for the following:*

перспективні напрямки у цій галузі; усвідомлення відповідальності за своє здоров’я; турбота про довкілля; рух за здоровий спосіб життя; дійсне значення; у результаті; спортивні змагання транслюються на весь світ; перспективи у найближчому майбутньому; забруднення довкілля; нам очевидна зростаюча зацікавленість у; як майбутня кар’єра; робоче місце; скорочення бюджету; здорова філософія; безробіття; зростаючий державний дефіцит; необхідність в освітній реформі; корозія (руйнування) земляних угідь; які знайшли втілення у різкому зростанні активності на занняттях фітнесом; набуття оптимального здоров’я; різного віку та можливостей; вимагати готовність; спірні питання та проблеми; стоять перед; підгрунтя фізичного виховання та спорта; захисні заходи; за останні роки; якість освіти.

* 1. *Make up questions beginning with the words.*

1. Do /does / did\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ?
2. Have / has / had \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ?
3. Is / Are / Was/ Were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ?
4. Do / Does / Did \_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ?
5. Have / Has / Had\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ?
6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, don’t / doesn’t /didn’t \_\_\_\_\_\_ ?
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, haven’t / hasn’t / hadn’t \_\_\_\_\_ ?
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, isn’t / aren’t / wasn’t / weren’t \_\_\_ ?
9. When / What / Where / Why / How \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ?
   1. *Put all possible questions to the words in the sentence.*

The growth of sport in recent years has created interest among young and old alike.

* 1. *Make the following sentences negative and interrogative*.

1. Aerobic dancing contributes to cardiorespiratory fitness, muscular fitness, and flexibility.
2. The expansion of physical education and sport has created a diversity of career options for professionals.
3. Physical education and sport is a growing and expanding profession.

*2.7. Open the brackets and put the verbs into correct tense form.*

1. The profession of physical education *(to change)* dramatically in the last two years.
2. It *(to be)* important to have a philosophy of physical education and sport.
3. Philosophy *(to guide)* the profession, *(to improve)* professional practices, *and (to explain)* the values and contributions of physical education and sport to society and education.
4. Development of a philosophy of physical education and sport (*to be*) an important task for every professional within the field.
5. Traditional philosophies (*to include*) idealism, realism, pragmatism, naturalism, and existentialism.
6. The breadth and depth of knowledge within the discipline of physical education (*to grow)* as well.
7. The expansion of the discipline of physical education and sport *(to promote*) the growth of specialized areas of study within physical education and (*to lead)* to the development of new employment opportunities.
   1. *Give the main idea of the text in few words.*
   2. *Write a plan of the text.*
   3. *Retell the text using the plan above.*

III. *Translate the following into English.*

Цей підручник про фізичне виховання та спорт. Тут дається визначення

фізичного виховання та спорту, опис суміжних дисциплін, вплив різних філософій на програми з фізичного виховання та спорту, задачі фізичного виховання та спорту, роль фізичного виховання та спорту у суспільстві та освіті, розглядається його наріжний камінь – рух. Ця книга дає грунтовну інформацію, яка необхідна для розуміння природи та масштабу фізичного виховання та спорту, ролі спорту у світі сьогодні, внесок, який роблять фахівці з фізичного виховання та спорту у життя суспільства. Фізичне виховання та спорт є професією, яка зростає та розвивається. Це зростання зумовлюється розширенням наукової бази та розвитком прикладних наук. Розширення галузі послуг з фізичного виховання та спорту створило сприятливі можливості для збільшення робочих місць у ній.

IV. *Have a dictation.*

It is especially difficult now for a young person to decide which career to choose.

The world around has become very complicated. People face a lot of problems of social, environmental and financial character. The society has become aware of necessity to keep healthy way of life. More and more persons of all ages and abilities are being involved into physical activity. That is why there is a great demand in specialists on physical education and sport.

1. *Act out the following conversation*:

- I hear you’ve decided to enter the fifth year, haven’t you?

- Exactly. Here I can improve my proficiency in the chosen profession.

* What area are you going to specialize in?
* As for me my option is the nation’s health and fitness. Nowadays there are a lot of

job opportunities here because more and more people of all ages and abilities are

aware of different sport physical activities.

* Right you are! That is why they have a desire for instruction in skills to participate.
* I think this course of study can develop my personal and professional qualities.
* Good luck to you!
* Thanks.

1. *Retell the oral topic.*

## NATURE AND SCOPE OF PHYSICAL EDUCATION AND SPORT

Physical education can be defined as an educational process that has as its 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 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, 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.

**UNIT II**

## DISCIPLINE OF PHYSICAL EDUCATION

# Read, translate and learn the key words and phrases of the text:

1. discipline = subject, body, scope, effect, study = science, force, application = use, motion = movement, performance, improvement, relationship, drugs, injury, impact = influence, significance, curriculum, evaluation, behavior, disability, enterprise, promotion, personnel = staff, emergence, facet = aspect, interrelatedness, fatigue, contribution, separateness, response, belief, value, aid, practitioner, consequence, effort, realm, success, technique, prevention, relationship, pain, jogging;
2. to emerge, to define, to be concerned = to deal with, to influence = to affect, to act, to produce, to identify, to limit, to relate, to solve, to describe, to examine, to explain, to apply = to use = to utilize, to facilitate = to promote = to enhance, to broad, to overemphasize, to stress, to be knowledgeable, to be delivered, to need, to adhere, to complain, to glean from, to conduct;
3. applied, primary, tremendous(ly), subsequent(ly), common, musculoskeletal, concurrent, essential, longitudinal, appropriate, particular, narrow, fully, entire;
4. with reference; primary focus; job opportunities; i.e. = id est; to make suggestions; as well as; job opportunities = career opportunities; with a view to (of); motor skills, over span of many years; adapted physical culture; to design a program; problem solving; decision-making; aerobic capacity; applied physiology;

e) throughout, within, despite, albeit, rather.

1. II. *Text I.*

### DISCIPLINE OF PHYSICAL EDUCATION

Frequently physical education is discussed with reference to its status as an academic discipline. A discipline is an organized, formal body of knowledge. The discipline of physical education has as its primary focus the study of human movement.

Within the past two decades the knowledge in this field has grown tremendously. As the scope of physical education broadened, physical educators became interested in specific areas of study within physical education. Subsequently, subdisciplines or specialized areas of study emerged. One effect of this growth and subsequent specialization is the increase of job opportunities within the physical education and sport field.

It is useful to define the most common subdisciplines and areas of specialization within physical education.

***Sport sociology*** is the study of the role of sport in society. Sport sociologists are concerned with how sport influences and is influenced by institutions (i.e., educational institutions), politics, religion, economics, and the mass media.

***Biomechanics*** is the study of the various forces that act on the human body and the effects that such forces produce. Biomechanics is concerned with the scientific study of movement and areas such as the musculoskeletal system, the application of principles of physics to human motion and sport object motion, and the mechanical analysis of activities. In sport, biomechanics may work with athletes to identify specific aspects of their technique that limit performance and make suggestions for improvement.

***Sports medicine*** is the medical relationship between physical activity and the human body. It is concerned with the scientific study of the effects of physical activity on the human body and also the factors that influence performance. Sports medicine includes the study of the influence of elements such as the environment, drugs, and growth on human physical activity. Sports medicine is also concerned with prevention of injury as well as therapy and rehabilitation.

***Exercise physiology*** is applied physiology or the study of the impact that exercise and work conditions have on human body. The exercise physiologist is concerned with aerobic capacity, fatigue, and the effects of various training programs on participants’ physiological responses.

***Sport philosophy*** focuses on critically analyzing issues as well as examining beliefs and values as they relate to participation in sport and physical education. The philosopher may use logic and problem solving as an aid to decision-making.

***History*** is the study of the past with a view to describing and explaining events. The sport historian is concerned with analyzing events and explaining their significance in relation to past, concurrent, or future events.

***Pedagogy*** is the study of teaching. ***Sport pedagogy*** is concerned with the study of curriculum, teaching, teacher education, evaluation, administration, and organization as it applies to the field of physical education and sport.

***Sport psychology*** utilizes various principles, concepts, and facts from the field of psychology to study behavior in sport. Sport psychology concerns itself with motor learning and performance. The sport psychologist studies psychological factors that affect the learning and performance of motor skills.

***Motor learning*** focuses on factors that influence an individual’s acquisition and performance of motor skills. Understanding the stages of learning as well as how to facilitate learning are concerns of the motor learning specialist.

Motor development examines the factors that influence the development of abilities essential to movement. The motor development specialist uses longitudinal studies, that is, studies that take place over span of many years, to analyze the interaction of genetic and environmental factors that affect an individual’s ability to perform motor skills throughout their lifetime.

***Adapted physical education*** is concerned with studying the capacities and limitations of persons with special needs or disabilities and designing appropriate physical education programs for these individuals.

***Sport management*** encompasses the many managerial aspects of sport, including organized sport and sport enterprise or business. Professionals within this area are concerned with facility management, budgeting, programming, communication, promotion, and personnel.

The emergence of subdisciplines and specialized areas of study has broadened our knowledge base tremendously. Despite the specialization of these fields of study, their focus is still the study of human movement, albeit of a particular facet. The separateness of these specialized fields of study should not be overemphasized; rather, their interrelatedness and their contribution to the discipline of physical education should be stressed.

*2.1.* *Listen to the text and answer the questions.*

1. Does the discipline of physical education focus on the study of human movement? 2. Has the knowledge in the field of physical education and sport grown or lessened lately? 3. Which subdisciplines or specialized areas of study emerged in the result of the discipline of physical education development? 4. Has it led to the increase of job opportunities within the physical education and sport field?

*2.2.* *Find the English equivalents in the text for the following words and phrases:*

фахівець з формування рухових умінь; нездатність; хоча; вплив; результативність; з точки зору; рухові вміння; вірування; протягом багатьох років; першочергове значення; довготерміновий; сприяти; робочі вакансії; кадри; передбачати; реакція/відповідь; з наміром/метою; відповідний; виникати; охоплювати; наука; перебільшувати; навчальна програма; у межах; аеробне споживання; особливий/спеціальний; втома; поведінка; аспект; взаємозалежність; розширювати; оцінка; масштаб; поява; опорно-руховий апарат.

*2.3.* *Read and translate the text with help of dictionary.*

*2.4. Open the brackets and put the verbs into right tense form.*

1. Physical education *(be)* an educational process that *(have)* as its aim the

improvement of human performance and enhancement of human development through the medium of physical activities selected to realize this outcome. 2. In this definition, “education” (*be*) broadly defined as representing the ongoing process of learning and total development that (*occur*) throughout our lifespan. 3. Physical education (*include*) the acquisition and refinement of motor skills, the development and maintenance of fitness for optimal health and well-being, the attainment of knowledge about physical activities and exercise, and development of positive attitudes toward physical activity as a means to improve human performance. 4. It also (*contribute*) to total individual development, and (*enhance*) one’s quality of life. 5. Physical education (*be, not*) only concerned with the physical outcomes that *(accrue)* from participation in activities but also with the development of knowledge and attitudes conductive to lifelong learning and lifespan participation. 6. Physical education (*be*) concerned with the promotion of active lifestyles for people of all ages and abilities. 7. For the benefits of physical education activities to be realized, physical educators (*must, conduct)* sound physical education programs and (*select*) activities judiciously so that participants (*may, attain*) the maximum benefits from participation.

*2.5.* *Put questions to the words in italics.*

1. *Many names* have been proposed to replace the term “physical education”.

2. These names include *human movement, movement sciences, kinesiology, sport sciences, exercise science and sport science, and physical education and sport*. 3. The presigious American Academy of Physical Education *endorsed* the term “kinesiology”, the study of human movement, as a descriptor for the discipline. 4. Strong support has also been offered for the term *“exercise and sport science”.* 4. *Still other* professionals are in favor of retaining the term “physical education”. 5. They argue that instead of changing a title, *a new image of physical education should be developed to accurately reflect its evolving nature and expanding scope.* 6. The term “physical education”, often in conjunction with the term sport, is used *in the text*. 7. Physical education has been defined *as a process that enhances the development of individuals through carefully selected physical activities*.

* 1. *Match the words and notions from the columns.*

|  |  |  |  |
| --- | --- | --- | --- |
| A | ***Sport sociology*** | **1** | encompasses the many managerial aspects of sport, including organized sport and sport enterprise or business. Professionals within this area are concerned with facility management, budgeting, programming, communication, promotion, and personnel. |
| B | ***Adapted physical education*** | **2** | is the medical relationship between physical activity and the human body. It is concerned with the scientific study of the effects of physical activity on the human body and also the factors that influence performance. It includes the study of the influence of elements such as the environment, drugs, and growth on human physical activity. It is also concerned with prevention of injury as well as therapy and rehabilitation. |
| **C** | ***Sport philosophy*** | **3** | is concerned with studying the capacities and limitations of persons with special needs or disabilities and designing appropriate physical education programs for these individuals. |
| **D** | ***Biomechanics*** | **4** | focuses on factors that influence an individual’s acquisition and performance of motor skills. Understanding the stages of learning as well as how to facilitate learning are concerns of the motor learning specialist. It examines the factors that influence the development of abilities essential to movement. The motor development specialist uses longitudinal studies, that is, studies that take place over span of many years, to analyze the interaction of genetic and environmental factors that affect an individual’s ability to perform motor skills throughout their lifetime. |
| **E** | ***History*** | **5** | is the study of the role of sport in society. It is concerned with how sport influences and is influenced by institutions (i.e., educational institutions), politics, religion, economics, and the mass media. |
| **F** | ***Pedagogy*** | **6** | is the applied science studying the impact that exercise and work conditions have on human body. The specialist is concerned with aerobic capacity, fatigue, and the effects of various training programs on participants’ physiological responses. |
| **G** | ***Exercise physiology*** | **7** | is the study of the past with a view to describing and explaining events. The specialist is concerned with analyzing events and explaining their significance in relation to past, concurrent, or future events. |
| **H** | ***Sport psychology*** | **8** | is the study of teaching. It is concerned with the study of curriculum, teaching, teacher education, evaluation, administration, and organization as it applies to the field of physical education and sport. |
| **J** | ***Motor learning*** | **9** | utilizes various principles, concepts, and facts from the field of psychology to study behavior in sport. It concerns itself with motor learning and performance. The specialist studies psychological factors that affect the learning and performance of motor skills. |
| **K** | ***Sports medicine*** | **10** | is the study of the various forces that act on the human body and the effects that such forces produce. It is concerned with the scientific study of movement and areas such as the musculoskeletal system, the application of principles of physics to human motion and sport object motion, and the mechanical analysis of activities. In sport, it may work with athletes to identify specific aspects of their technique that limit performance and make suggestions for improvement. |
| **L** | ***Sport management*** | **11** | focuses on critically analyzing issues as well as examining beliefs and values as they relate to participation in sport and physical education. The philosopher may use logic and problem solving as an aid to decision-making. |

III. *Have a dictation.*

Physical education has been defined as a process that enhances the development of individuals through carefully selected physical activities. A vital concern of physical education, sport is defined as physical activities with established rules engaged in by individuals attempting to outperform their competitors. These terms are broadly defined to reflect the contemporary status of this dynamic field. The term “physical education and sport” encompasses a diversity of programs ranging from traditional programs serving school-aged individuals to nontraditional programs in a variety of settings serving people of all ages.

IV. *Translate the following into English.*

Дуже часто фізичне виховання розглядається як навчальна дисципліна, тобто як організована та сформована сукупність знань. Ця дисципліна, головним чином, зосереджує свою увагу на вивченні рухів людини.

За останнє десятиліття ця галузь знань значно разширилась. Із розширенням сфери застосування фізичного виховання зростає інтерес до спеціалізованих напрямків у ній. Так виникають та розвиваються такі напрями, як спортивна психологія, спортивна медицина, біомеханіка тощо. Одним з наслідків цього процесу є збільшення кількості робочих місць у галузі фізичного виховання та спорту.

V. *Text II.*

INTERRELATEDNESS

OF ALL AREAS WITHIN THE DISCIPLINES

The growth of specialized areas of study has led to the development of related career opportunities. One consequence of this specialization is that practitioners in these areas may describe their occupation in terms of their specialty, such as exercise physiologist, sport psychologist, or biomechanist. Physical education students in an effort to fully prepare themselves for a career in a particular area may become too narrowly focused and fail to learn about the other areas within the discipline.

It is important for professionals to be knowledgeable about the specialized areas within the discipline and to have an appreciation and an understanding for interrelatedness of these areas. For example, a professional who is working in the area of corporate fitness certainly needs expertise in exercise physiology to be able to evaluate the fitness levels of program participants and to design exercise prescriptions for them.

The professional philosophy will also guide the manner in which the program is conducted. Additionally, the practitioner may find knowledge from the realm of sport psychology helpful in motivating individuals to adhere to there exercise programs and to work at their fullest potential. Teaching skills (pedagogy) will assist the practitioner in clearly explaining exercises and activities to the program’s participants and in educating them about the values to be delivered from participation.

If as part of corporate fitness program one teaches participants sports skills, for example, how to play tennis, one needs to be knowledgeable about the principles of motor learning. Application of motor learning theory enables the practitioner to teach the participants the skills most efficiently and effectively and in such a way that they experience success. Success in performing skills is an important factor in motivating participants to continue to participate in activity throughout their lifetime. Knowledge gleaned from the area of motor development will help the practitioner design experiences appropriate for the age of the participants.

Perhaps one of the program’s participants complains of pain while jogging. An understanding of biomechanics will be useful in evaluating the participant’s jogging technique, and knowledge from the area of sports medicine will be helpful in the prevention of injuries. As a future practitioner, it is important to learn about the entire discipline of physical education and the relationship among the specialized areas.

*5.1.* *Listen to the text “Interrelatedness of All areas within the Disciplines”.*

* 1. *Read and translate the text with help of dictionary in writing.*
  2. *Put all types of the questions (general, alternative, disjunctive, special) on the text.*
  3. *Make the sentence below Negative and Interrogative (and also in Past and Future Indefinite).*

The sport psychologist helps individuals achieve their optimal level of performance.

VI. *Play out the conversation.*

* I’ve never supposed that the discipline of physical education comprises so many

various subdisciplines.

* No wonder. With increase of knowledge in that field there have appeared

specialized areas of study.

* And what are the most common of them?
* They are sport sociology, biomechanics, sport medicine, exercise physiology, sport philosophy, sport management, adapted physical education, etc.
* Are they all interrelated?
* It goes without saying. Understanding each of them is necessary.
* You have said it.

VII. *Retell the topic.*

**DISCIPLINE OF PHYSICAL EDUCATION AND SPORT**

As an academic discipline Physical Education and Sport is concerned with the study of human movement. With the increase of knowledge in that field there were emerged new subdisciplines or specialized areas of study. For example, the most common of them are the following.

Sp*ort sociology* studies the role of sport in society.

*Biomechanics* is the study of the various forces that act on the human body

while exercising. It identifies specific aspects of athlete technique and makes suggestions for its improvement.

*Sports medicine* is the medical relationship between physical activity and human body. It is concerned with prevention of injury, therapy, rehabilitation and studies the influence of environment and drugs on human physical activity.

*Exercise physiology* is applied physiology which deals with functional capabilities of the human body while exercising including aerobic capacity, fatigue, etc.

*Sport philosophy* analyzes and examines various beliefs and offers logic, problem solving as an aid to decision-making .

*History* analyzes past events explaining their significance in relationship to the present and future. *Sport pedagogy* is the study about teaching in the field of physical education and sport*.*

*Sport psychology* utilizes various principles, concepts, and facts from the field of psychology to study behavior in sport and physical education.

*Motor learning* is the study that deals with different aspects of learning sport technique and motor skills for long periods of time.

*Adapted physical* *education* is concerned with programs for persons with special needs or disabilities.

*Sport management* covers managerial aspects of sport, including organized sport and sport enterprises or business.

All these specialized areas are interrelated and make their contribution to the discipline of Physical Education and Sport.

#### UNIT III

##### HUMAN MOVEMENT PHENOMENA

I.  *Read, translate and learn the key words and phrases of the unit:*

1. depiction, phenom*enon* (-ena), setting, attainment, fulfillment, leisure, endeavor, star, pursuit, focus, enhancement, quality, aim, expression, experience, realm, segment, practitioner, expansion, promotion;
2. to seek, to label, to be subsumed, to couple, to describe, to propose = to offer, to comprise, to add, to share, to reflect, to involve, to ally, to depend on, to define, to include;
3. nonschool, multifaceted, unskilled, meaningful, scholary, typical, atypical, skilled,

worthy, creative, specific, overall;

1. through, while, throughout;
2. provided by, throughout one’s lifespan, leisure-time activities.

# Text I.

###### HUMAN MOVEMENT PHENOMENA

In 1972 professionals seeking to describe the theoretical structure of physical education as an area of scholarly study proposed the term *human movement phenomena*. Human movement phenomena may be defined as the broad category under which the body of knowledge labeled physical education can best be subsumed. Some other areas that comprise the human movement phenomena include human ecology, physical therapy, recreation, and human engineering. A depiction of the discipline – body of knowledge relationship is shown by the model in Figure 1-1. Many other disciplines could be added to form a multifaceted star. While the areas that comprise the human movement phenomena each have a specific focus, they also share a meaningful relationship with other areas.

The second illustration in Figure 1-1 shows that physical education as part of the human movement phenomena is for all people throughout their lifespan – the typical and atypical, the skilled and unskilled, the young and the old. This belief is reflected today in the expansion of physical education programs to nonschool settings and to all segments of the population.

Health, recreation, and dance are allied fields to physical education and sport. The overall focus of these fields of endeavor is the development of the total individual and the enhancement of each person’s quality of life. Attainment of these aims involves health promotion, pursuit of worthy leisure-time activities, and creative expression through dance. These experiences, coupled with the movement activities that comprise the realm of physical education and sport, offer the potential to enhance the lives of people of all ages. Fulfillment of this potential will depend on the quality of leadership provided by practitioners of health, recreation and leisure, dance, physical education, and sport.

* 1. *Listen to the text “Human Movement Phenomena”.*
  2. *Answer the questions.*

1. When did the term “*human movement phenomena*” appear? 2. What does it mean? 3. What areas does human movement phenomena comprise? 4. Is physical education for all people throughout their lifespan? 5. What is this belief reflected today in? 6. Which are allied fields to physical education and sport? 7. What is the overall focus of these fields of endeavor? 8. What does attainment of these goals involve? 9. What kind of potential do these experiences offer? 10. What does fulfillment of this potential depend on?

*2.3.* *Read and translate the text. Analyze its vocabulary.*

*2.4*. *Find the English equivalents in the text for:*

нетиповий; протягом усього життя; шукати; явище/феномен; пропонувати (2); зображення; навішувати ярлик/відносити до будь-якої категорії; позашкільні заходи; прагнення/стараннність; багатопроменева зірка; розповсюдження; покращувати; здійснення; охоплювати/включати в себе; значний; відображати; близький/суміжний; прагнення/пошук; невмілий; поєднувати/асоціювати; залучати; вартий/цінний; активне дозвілля; галузь академічної науки; загальний; досягнення мети; творче вираження; залежати від; галузь (3).



FIGURE 1-1. Physical education thrusts – human movement phenomena and physical education as a personal and societal life experience*.*

* 1. *Put the questions to the words and phrases in italics.*

**REACHING YOUR POTENTIAL**

1. The number of individuals involved in endurance sports is *rapidly* growing. 2. The characteristics of this group *are changing*. 3. *Some* are interested in international competition. 4. Others *are after personal development, challenge, and variety through sports.* 5. Still others are interested *in peak fitness and health*. 6. They find *that endurance sports offer the benefits of cardiovascular fitness, strength, and flexibility.* 7. Regardless of your goals, you will follow *a plan*. 8. It’s just that some people decide what their plan is *5 minutes before they walk out the door for the workout*. 9*. The systematic approach* will help you organize your goals and objectives and guide you in planning program that will help you reach those goals.

III. *Translate the following into English.*

У тренування своя особлива мова. Як і будь-яка розмовна мова, вона вміщує багато різноманітних «діалектів», кожний з яких має і свої нюанси і тлумачення в інтерпретації найбільш розповсюджених виразів, які використовуються у тренувальному процесі. Не дивно, що ми іноді не розуміємо один одного, коли говоримо про тренування. Наприклад, деякі тренери використовують термін “speed work” для позначення деяких типів тренування на час та інтенсивність, що варіюються, включаючи короткі 8-секундні “speed bursts”, 5-хвилинні інтервали та “race/pace sessions”. Інші вкладають зовсім інше значення у “speed work”, так наприклад, 200-“meter leg-speed drills”. Подібних прикладів велика кількість.

Коли спортсмену доводиться їхати на збори та починати працювати з новим тренером, недостатній обсяг тренувальної лексики стає для нього серьозною проблемою.

IV. *Have a dictation.*

Health, recreation and sport are allied fields to physical education and sport. The

overall focus of this field of endeavor is the development of the total individual and the enhancement of each person’s quality of life. Attainment of these aims involves health promotion, pursuit of worthy leisure-time activities, and creative expression through dance. These experiences, coupled with the movement activities that comprise the realm of physical education and sport, offer the potential to enhance the lives of people of all ages. Fulfillment of this potential will depend on the quality of leadership provided by practitioners of health, recreation and leisure, dance, physical education, and sport.

1. *Listening comprehension.*

###### RECREATION

Another area allied with physical education and sport is recreation. Recreation is generally thought of as self-chosen activities that provide a means of revitalizing one’s body and spirit. Recreation is important for individuals of all ages. Through recreation, individuals can learn to use their leisure time constructively in ways that are personally fulfilling.

Recreation is experiencing a period of rapid growth and expansion similar to that of physical education. The number and types of available activities have increased, the settings in which programs are offered have become more diverse, and the number and range of populations served have expanded. Increased leisure time and larger discretionary incomes have contributed to this growth. Concern for the environment has also led to calls for resource management by the national and local authorities to preserve the environment while providing for the careful expansion of outdoor recreational facilities.

Recreational opportunities abound. Schools, communities, and businesses offer a diversity of activities to meet the fitness and leisure needs of individuals. Increasingly common are worksite fitness programs, industrial sport leagues, community and commercial recreation and fitness programs, competitive leagues for males and females of all ages in a number of sports, instructional clinics, and open facilities for drop-in recreation. Many individuals and families pursue recreational activities independently as well.

Recreation, like physical education and sport, can contribute to the quality of an individual’s life. It provides opportunities for individuals to engage in freely chosen activities during their leisure time.

* 1. *Listen to the text “Recreat*ion”.
  2. *Answer the questions.*

1. What is recreation? 2. What kind of period is recreation experiencing? 3. Do the recreational opportunities abound? 4. How can recreation contribute to the quality of an individual’s life?

*5.3. Give a talk on “Recreation”.*

*VI.* *Act out the conversation below.*

* Is dance an allied area with physical education?
* Exactly. Dance is a popular activity of people of all ages. It is both a physical activity and a performing art that provides participants with an opportunity for aesthetic expression through movement.
* What reasons do people dance for?
* Dance is used to communicate ideas and feelings and is considered a creative form of arts.
* And as a form of recreation?
* As a form of recreation, dance provides opportunities for enjoyment, self-expression, and relaxation.
* It is used as therapy means, isn’t it?
* So it is. It provides means to cope with various stresses placed on individuals
* Now I see that dance is a perfect means to develop fitness.
* You have said it.

1. *Retell the oral topic.*

###### HUMAN MOVEMENT PHENOMENA

The term “*human movement phenomena”* was launched by the professionals in 1972. As an area of scholarly study it can be defined as the broad category comprising physical education, human ecology, physical therapy, recreation, human engineering, etc. Though each of these disciplines has a specific focus, they all are interrelated.

At present there are a lot of various physical education programs for all segments of the population: the typical and atypical, the skilled and unskilled, the young and old.

The objective of these programs is to enhance of each person’s quality of life. Attainment of these aims involves health promotion, pursuit of worthy leisure-time activities, and creative expression through dance. These experiences, coupled with physical education and sport, meaningfully increase the life potential of people of all ages.

Fulfillment of this potential will depend on the quality of the practitioners of health, recreation and leisure, dance, physical education, and sport.

UNIT IV

TERMINOLOGY WITHIN THE DISCIPLINE OF PHYSICAL EDUCATION AND SPORT

1. *Read, translate and learn the key words and phrases of the unit*:
2. contribution, expenditure, objective, improvement, maintenance, diversity, stamina = endurance; resource, emergency, fatigue, vitality, component, flexibility, agility, balance, coordination, power, reaction time, prevention, remediation, disease = illness, ability, adults, wellness, dimension, absence, definition, perspective, emphasis, state, well-being, responsibility, promotion, degree, consideration, ethics, value, spirituality, achievement = attainment, nutrition, adherence, elimination, premise, behavior, effort, alternation;
3. to recognize, to distinguish, to define, to possess, to engage in, to perform, to classify, to maintain, to prosper, to grow, to expand, to view, to realize, to emphasize, to lead, to require, to achieve, to adopt, to affect, to interact, to utilize, to reduce, to contribute;

c) occupational, structured, repetitive, unforeseen, undue, pertaining, cardiovascular, efficiently = effectively, conductive, competitive, skilled, rapidly, expanded, lay, synonymous, broad, mental, spiritual, healthy, sick, multidimensional, satisfactory, proper, appropriate, adequate, sound, safety, controllable, increased, holistic, virtually, genetic, environmental, incorporate;

d) through, however, according to, thus, thereby;

1. daily living tasks; conditioning activities; to be physically fit; leisure-time pursuits; at the fullest capacity; health-related-fitness; motor-performance-related fitness; motor-skill performance; body composition; in recent years; segments of population; the Paralympics; the individuals with disabilities; given this perspective; to make decision; to be closely related; must be considered; to become aware; self-responsibility, behavioral intervention; to assume the responsibility; to make choice.
2. *Text I.*

**TERMINOLOGY.**

**PHYSICAL ACTIVITY, EXERCISE, AND PHYSICAL FITNESS**

The contribution of physical activity and exercise to physical fitness and the health of the individual is well recognized. It is important to distinguish between the terms physical activity, exercise, and physical fitness.

*Physical activity* is defined as any bodily movement produced by the skeletal muscles that results in the expenditure of energy. Some examples of physical activities are daily living tasks, occupational tasks, conditioning activities, and sport activities. Exercise is physical activities.

*Exercise* is physical activity that is planned, structured, and repetitive and has as its objective the improvement or maintenance of physical fitness.

*Physical fitness* has been defined in many different ways throughout the years and from a diversity of perspectives. Individuals who are physically fit possess the stamina to perform daily tasks, the energy to engage in active, leisure-time pursuits, the physical resources to meet unforeseen emergencies without undue fatigue, and the vitality to perform at their fullest capacity. Physical fitness is comprised of health-related and motor-performance-related fitness.

* 1. *Listen to the text “Terminology. Physical Activity, Exercise, and Physical Fitness”.*
  2. *Answer the questions.*

1. Is the contribution of physical activity and exercise to physical fitness and the

health of the individual well recognized? 2. Is it important to distinguish between the terms physical activity, exercise, and physical fitness? 3. How is physical activity defined as? 4. What does a term exercise mean? 5. What is physical fitness? 6. Is it comprised of health-related and motor-performance-related fitness?

* 1. *Find the English equivalents for the words and phrases:*

оздоровчий фітнес; бути фізично здоровим; повсякденна побутова діяльність; у повному обсязі; різноманітність/розмаїття; володіти; витрата; задача/мета; професійні обов’язки; кондиційне тренування; розрізняти; внесок; визнавати; фізична діяльність; спортивно-змагальний фітнес; займатися (чим-небудь); життєздатність/енергія; дозвілля; поліпшення; структуйований; підтримувати фізичну форму; витривалість; ресурси/можливості; виконувати; непередбачений випадок; надмірний; втома.

* 1. *Open the brackets and put the verbs into right tense form.*

The human organism (be designed) to be active. In search of food, primitive people sometimes (have to) fight with other predators or to flee for safety. Even our more recent ancestors (be required) to do vigorous activity as a relatively major part of their normal daily routine. However, automation and technology (free) modern civilization from the exhausting physical labor required of earlier generations. Even though physical exertion (become) less necessary as a part of the normal work of many adults, the need for regular exercise (not, decrease). If anything, it (increase). Lack of regular physical activity (result) in poor physical fitness. Those who (not, be) physically fit often (suffer) from hypokinetic diseases or conditions.

* 1. *Put the sentence below into Present Perfect and give its negative and interrogative forms.*

Good health is of primary importance to most adults in our society.

* 1. *Have a dictation.*

### EXERCISE

Exercise means human movement or physical activity. This term includes such formal activities as calisthenics; movements done in sports, dance, and games; as well as

less formal activities, such as walking, jogging, and swimming. The terms exercise, physical activity, and human movement are used interchangeably and, in general, describe large muscle activities rather highly specific, relatively nontaxing movements of small muscle groups.

* 1. *Translate the following into English.*

Фізичний фітнес – це можливість тіла функціювати ефективно.

Він складається з оздоровчого та спортивно-змагального фітнесу, що певною мірою вміщують одинадцять різних компонентів, кожний з яких впливає на якість життя. Фізичний фітнес асоціюєтся з можливістю людини працювати ефективно, насолоджуватися дозвіллям, бути здоровим, протидіяти гіпокінетичним захворюванням, бути готовим до екстраординарних ситуацій. Він пов’язаний певним чином з психологічним, соціологічним, емоційним та духовним фітнесом, з компонентами здоров’я та загального самопочуття.

* 1. *Listening comprehension.*

When polled about important social values, 99 % of American adults identified “being in good health” as one of their major concerns. The three concerns expressed most often were good health, good family life, and good self-image. The one percent who did not identify good health as an important concern had no opinion on any social issues. Among those polled, none felt that good health was unimportant.

* + 1. *Listen to the passage and answer the questions.*

1. Which social value did the American adults identify as one of their major concerns? 2. Which were the concerns expressed most often? 3. How many per cents did not identify good health as an important concern? 4. Which social value do you identify as the most significant for you?

*2.8.2. Discus the text in class.*

*2.8.3. Give a talk on the text.*

III. *Text II.*

**TERMINOLOGY.**

HEALTH-RELATED AND MOTOR-PERFORMANCE-RELATED FITNESS

Fitness comprises many different components. These components can be classified into two categories: those pertaining to health and those pertaining to motor-skill performance. (See a box below).

|  |  |
| --- | --- |
| COMPONENTS OF FITNESS | |
| *Health-related Fitness*  *Components* | *Motor-performance-related Fitness Components* |
| Body Composition  Cardiovascular Endurance  Flexibility  Muscular Endurance  Muscular Strength | Agility  Balance  Coordination  Power  Reaction Time  Speed |

Health-related fitness is concerned with the development and maintenance of the fitness components that can enhance health through prevention and redemption of disease and illness.

Health-related fitness enhances one’s ability to function efficiently and maintain a healthy lifestyle. Thus, health-related fitness is important for all individuals throughout life.

Motor-performance-related fitness is concerned with the development and maintenance of those fitness components that are conductive to performance of physical activities such as sport.

* 1. *Listen to the text and answer the questions.*

1. How can the fitness components be classified? 2. What is health-related fitness

concerned with? 3. What does health-related fitness enhance? 4. What is the motor-performance-related fitness concerned with?

* 1. *Find the English equivalents for the following:*

реакція; можливість функціонувати ефективно; гнучкість; будова тіла; належати до якої-небудь категорії; серцево-судинна витривалість; сприятливий; спритність; координація; рівновага; потужність/сила; компонент; профілактика.

*3.3. Open the brackets and put the verbs into right tense form*.

**Hypokinetic Diseases or Conditions**

1. *Hypo* (mean) “under” or “too little”, and *kinetic* (mean) movement or activity. 2. Thus, hypokinetic (mean) “too little activity.” 3. A hypokinetic disease or condition (be) associated with lack of physical activity or too little regular exercise. 4. Examples of such conditions (include) heart disease, low back pain, adult-onset diabetes, and obesity.

* 1. *Put all types of questions to the sentence below.*

Participation in sports can contribute to good health-related physical fitness.

* 1. *Have a dictation.*

Sports are an important part of Western culture. Virtually all people are involved with sports, either as a spectator or as a participant. Sports can be used as recreational activities for enjoying free time or, if done as a participant, can be a significant part of a personal physical fitness program. Learning about your personal skill-related physical fitness (also called motor fitness or sports fitness), can help you select a sport that is well suited to your personal needs and interests. In addition to sports, there are other physical activities that are enjoyable as lifetime recreational pursuits.

* 1. *Listening comprehension.*

#### ATHLETICS

Athletics are organized, competitive games or sports engaged in by skilled individuals. Within educational institutions, athletics have prospered and grown rapidly. In recent years the interest in athletic participation has expanded to other segments of the population. Competitive youth sport programs have become very popular. The International Senior Games for older adults and the Paralympics for individuals with disabilities are two examples of this expanded interest.

Many lay persons frequently think of athletics and physical education as synonymous. However, athletics is only one aspect of a broad physical education program.

*3.6.1.* *Listen to the text “Athletics” and answer the questions.*

1. What athletics is? 2. Is it very popular with educational institutions now? 3. Are the other segments of population interest in them? 4. What are the examples of this interest? 5. How do many lay persons think about athletics and physical education? 6. Is athletics only one aspect of a broad physical education program?
   * 1. *Retell the text.*

IV. *Text IV.*

#### HEALTH AND WELLNESS

Health comprises several dimensions: physical health, mental health, social health, spiritual health, and emotional health. Traditionally, the public has viewed good health as the absence of disease. Given this perspective, if an individual was not sick, he or she was, by definition, healthy.

Today, however, this perspective is different; the emphasis is on wellness. It is realized that not being ill is only one aspect of being healthy. Wellness is a state of optimal well-being. Wellness emphasizes each individual’s responsibility for making decisions that will lead not only to the prevention of disease but to be promotion of a high level of health. Wellness is multidimensional. Achieving a high degree of wellness requires developing and maintaining a satisfactory level of fitness, expressing emotions effectively, maintaining good relationships with others, maintaining one’s mental health, and consideration of ethics, values, and spirituality.

According to wellness philosophy, the achievement of a healthy lifestyle is the responsibility of the individual. Attainment of a healthy lifestyle is achieved through proper nutrition, regular and appropriate exercise, adequate rest and relaxation, effective stress management, adherence to sound safety practices, and elimination of controllable risk factors as smoking or drug use. Those individuals who adopt a healthy lifestyle may experience an optimal state of well-being, while those who choose to practice an unhealthy lifestyle may be at an increased risk for disease, such as coronary heart disease.

Holistic health is closely related to wellness. Holistic health is based on the premise that an individual’s health is affected by virtually all aspects of an individual’s life. Physical, psychological, emotional, spiritual, environmental, genetic, and social factors all interact to influence an individual’s state of health. Thus, all of these factors must be considered when helping an individual achieve a state of optimal health.

Health promotion programs have grown within the past decade. These programs focus on helping individuals make changes in behaviors and alterations in their lifestyle that will encourage and support an optimal state of health. For example, a health promotion program may assist an individual to become aware of the health risks associated with leading an inactive lifestyle. Then education and behavioral interventions are utilized to assist the individual to incorporate physical activity into his or her lifestyle, thereby reducing the individual’s risk of disease and contributing to a more favorable health status. Self-responsibility is central to any health promotion efforts; individuals must assume the responsibility for making choices that contribute to the attainment and maintenance of health.

* 1. *Listen to the text “Health and Wellness”.*
  2. *Read the text and do its translation in writing.*
  3. *Find the English equivalents in the text for the following words and phrases:*

духовний; бути вразливим до; виміри/параметри; відповідний; відсутність; здоровий; етика; генетичний; усвідомлювати; почуття відповідальності; взаємодіяти; сприятливий; поведінкові інтервенції; взяти на себе відповідальність; впроваджувати; досягати стану оптимального здоров’я; багатомірний; цінності; прихильність до; цілісний; фактично; правильний/вірний; ступінь; надавати особливого значення/підкреслювати; за визначенням; у тісному взаємозв’язку; вести здоровий спосіб життя; оптимальний стан; відмова від чинників ризику; що контролюються; однак; довкілля; задовільний; харчування; передумова/поняття; зміни; заохочувати; зусилля з пропаганди здоров’я; використовувати; поведінка; пасивний спосіб життя; відповідно до; ефективно долати стрес; таким чином; останнє десятиліття; сприяти.

* 1. *Put 15 questions to the text (general, alternative, disjunctive and special).*
  2. *Open the brackets and put the verbs into proper tense form.*

In recent years many people (*discover*) that active living (*contribute)* significantly to good health and wellness. Regular physical activity (*be*), however, only one of many different life-style patterns that (*can, enhance)* health and quality of life. Recent scientific evidence (*suggest*) that a healthy life-style, more than any other single factor, *(be*) responsible for optimal wellness. The implication (*be*) that each of us (can, learn) to alter our life-styles to foster lifetime fitness and wellness.

* 1. *Complete each sentence with a word from the box.*

|  |
| --- |
| freedom, important, optimal, well-being, heredity |

1. Health is optimal … that contributes to quality of life.
2. It is more than freedom from disease and illness, though … from disease is … to good health.
3. … health includes high-level mental, social, emotional, spiritual, and physical fitness within the limits of one’s … and personal disabilities.
4. *Listening comprehension text.*

During this century the life expectancy for the average person has increased by 60

percent. A child born in 1900 could expect to live only 47 years. A child born today can expect to live to the age of 73.7. Much of the increase in life span can be attributed to modern medical science. Many diseases that killed thousands in earlier times can now be easily treated. Pneumonia, which can be treated with antibiotics, is a good example.

As a result of the advances in illness treatment and prevention, an effort can now be made to focus on wellness. Wellness, or a sense of well-being, includes one’s ability to live and work effectively and to make a significant contribution to society. It reflects how one feels about life as well as one’s ability to function effectively. Wellness represents a quality of living component that is essential for optimal health.

* 1. *Listen to the passage and answer the questions:*

1. How long was a life span in 1900? 2. How long can a child born today expect

to live? 3. Why has it become possible? 4. What can an effort now be made to? 5. What is wellness in your opinion?

1. *Play out the conversation below.*

* I wonder what wellness is?
* Wellness is the integration of all parts of health and fitness. I mean mental, social, emotional, spiritual, and physical conditions.
* Oh, I see it expands one’s potential to live and work effectively, doesn’t it?
* Right you are. It makes a significant contribution to society.
* Does wellness reflect how one feels (a sense of well-being) about life?
* Of course and as well as one’s ability to function effectively.
* Really?
* Yes, wellness as opposed to illness (a negative), is sometimes described as the positive component of good health.
* Thank you for explanation.
* My pleasure.

VII. *Retell the oral topic.*

**HEALTH AND WELLNESS**

Health comprises several dimensions: physical health, mental health, social health, spiritual health, and emotional health. Traditionally, the good health was considered as the absence of disease. If you were not sick, you were healthy.

Today the emphasis is on wellness. Wellness is a state of optimal well-being.

According to wellness philosophy, the achievement of a healthy lifestyle is the responsibility of the individual. Attainment of a healthy lifestyle is achieved through proper nutrition, regular and appropriate exercise, adequate rest and relaxation, effective stress management, adherence to sound safety practices, and elimination of controllable risk factors as smoking or drug use.

Physical, psychological, emotional, spiritual, environmental, genetic, and social factors all interact to influence an individual’s state of health. Thus, all of these factors must be considered when helping an individual achieve a state of optimal health.

Health promotion programs have grown within the past decade. These programs focus on helping individuals make changes in behaviors and alterations in their lifestyle that will encourage and support an optimal state of health. Self-responsibility is central to any health promotion efforts; individuals must assume the responsibility for making choices that contribute to the attainment and maintenance of health.

UNIT V

PHYSICAL EDUCATION AND PHILOSOPHY

1. *Read, translate and learn the key words and phrases of the unit:*
2. aim = objective, medium = means = way, acquisition, growth, enhancement, attitude, outcome = result = consequence = issue, maintenance, interrelatedness, endeavor = effort, metaphysics, epistemology, axiology, ethics, aesthetics, logic, professional = practitioner, shift, contribution, adult, source, realm, value, improvement, accomplishment, behavior, humanity, approach, employee, drug;
3. to be knowledgeable about = to be aware of, to appreciate, to attain, to aid = to help, to seek, to guide, to influence, to confront, to define, to determine, to need, to utilize, to enable, to provide, to require;
4. critical, humanistic, major = main, selected, critical, acceptable, own, essential, careful, sound, knowledgeable, illegal, injured, relevant;
5. within, as a whole, toward, as well as, whether, between, through;
6. to assist in resolving problems; improvement of human performance; a logical means of determining; especially true; to make society aware; worthwhile services; motor skills; segments of population.

II. *Text I.*

PHYSICAL EDUCATION AND PHILOSOPHY

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 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.

* 1. *Listen to the text “Physical Education and Philosophy” and answer the questions.*

1. How can physical education be defined? 2. What is physical education concern

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?

* 1. *Find the English equivalents for:*

трактувати; удосконалення людської діяльності; посилення/покращення; результат/висновок; бути обізнаним; спрямовувати зусилля; позитивне ставлення; фахівець; гідно оцінювати; за допомогою; набуття рухових якостей; підтримка фітнесу, оптимального здоров’я; взаимозв’язок; допомагати у розв’язанні проблем; за останні 25 років; гуманістична філософія; спостерігається рух від … до; набуття знань; досягати; в цілому.

* 1. *Read, translate and analyze the information below. Answer the questions you’ll meet in the text in writing*.

**PHILOSOPHY AND PHYSICAL EDUCATION AND SPORT – WHY HAVE A PHILOSOPHY**?

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 musk themselves the following important 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.

*2.4.* *Open the brackets and put the verbs into proper tense form.*

**A philosophy of physical education and sport articulates**

**the worth of physical education and sport.**

1. Philosophy (be) a process through which people (search) for truths, reality, and values. 2. Through philosophy, physical educators (be) able to study the meaning, nature, importance, and source of values in physical education. 3. Philosophy (guide) the physical educator in determining the aims, objectives, and content of physical education and sport programs and (provide) a logical means of determining whether or not physical education and sport (be) providing worthwhile services in the formal and informal continuing education of human beings.

* 1. *Insert the articles where it is necessary.*

**A philosophy of physical education and sport results in the improvement of professional practices.**

If professional practices are based on … intuition or emotional whim and fancy, they are usually not sound; however, if they are based on … well-defined philosophy, they are more likely to be correct. This is especially true if … physical educators develop their philosophies in … rational, logical, and systematic manner and if they represent … best interest of … human beings.

* 1. *Complete the sentences with the words from a box.*

|  |
| --- |
| motivated, the public, encourage, physical educators, profession, essential |

1. A philosophy of physical education and sport is … to professional education**.** 2. Persons who claim to be … …should carefully develop their philosophies. 3. Doing so will help them to have a common basis for thinking about their … . 4. It will also assist them to properly articulate the meaning and worth of their field of endeavor to … at large, … them to become …to achieve greater professional accomplishments, and enable them to better evaluate physical education and sport programs and practices.

*2.7.* *Complete each sentence with the most appropriate word.*

1. A philosophy of physical education and sport … the professional (guides; governs). 2. To function as an intelligent being, a philosophy of life is needed to guide … (one’s thoughts; one’s one's actions). 3. Knowledge about what is acceptable is needed before any program … (can be performed; can be created). 4. … will help the professional to decide what outcomes should be attained by the program's participants and the manner in which they will be realized. (A psychology; A philosophy).

III. *Study the following table and answer the questions from the last column.*

|  |  |  |  |
| --- | --- | --- | --- |
| **BRANCHES OF PHILOSOPHY** | | | |
| ***Branch*** | ***Focus*** | ***General Questions*** | ***Questions to Physical Education and Sport*** |
| Metaphysics | Nature of reality | What is the meaning of existence? What is real? | What experiences in a physical education program will better enable the individual to meet the challenges of the real world? |
| Epistemology | Nature of  knowledge and methods | What is true? | What is validity of the knowledge pertaining to physical activity and its influence on the development of the individual? |
| **Logic** | Systematic and orderly reasoning | What is the method of reasoning that will lead to the truth? | What process should a researcher use to determine the value of physical education to program participants? |
| Axiology | Aims and values of society | How do we determi-ne what has value, and on what criteria is this judgment based? | What is the value of physical education programs to the individual? |
| Ethics | Issues of conduct, right and wrong | What is the highest standard of behavior each person should strive to attain? | How can sport be utilized to develop ethics? |
| **Aesthetics** | Nature of beauty and art | What is beauty? | Why are skilled performer’s move-ments beautiful to view? |

IV. *Have a dictation.*

A philosophy of physical education and sport aids in bringing members of the

profession closer together many members of the physical education and sport profession are dissatisfied with what they see happening in their field today. A philosophy of physical education and sport will enable physical educators to determine how they can best contribute to humanity and to society and will provide members of the profession the opportunity to work together in making such a contribution.

1. *Translate the following into English.*

Філософія физичного виховання та спорту дуже важлива для всіх фахівців у галузі фізичного виховання та спорту. Традиційно значення філософії акцентується під час створення спортивних програм для навчальних закладів, однак очевидно, що вона необхідна і для програм з фізичного виховання поза школою. Філософія фізичного виховання та спорту також повинна бути прийнятною (applicable) для цих програм.

1. *Listening comprehension text.*

The importance of physical education and sport is now stressed for all segments of the population, including industrial employees, the elderly, youths, and the public in general. Physical educators who serve as leaders, administrators, and instructors for these groups should also be concerned with developing a sound philosophy of physical education and sport. Most of the concepts of a philosophy for programs in schools and colleges are applicable to programs that exist outside the educational realm. A philosophy of physical education and sport for both school and nonschool programs should be humanistic in its approach, meet the needs of the participants, have a sound scientific basis, understand the role of physical activity in human performance, and enhance the quality of life for its participants.

* 1. *Listen to the passage and answer the questions.*

1. Only a small part of the population is aware of importance of physical education and sport, isn’t it? 2. Are physical educators concerned with developing a sound philosophy of physical education and sport? 3. Is it possible to apply the concepts of a philosophy outside the educational realm? 4. Should a philosophy of physical education be humanistic in its approach? 5. A philosophy should meet the needs of the participants, shouldn’t it? 6. Should a philosophy have a sound scientific basis or not?

VII. *Match the terms with its true meaning.*

|  |  |  |  |
| --- | --- | --- | --- |
| CENTRAL BELIEFS UNDERLYING TRADITIONAL PHILOSOPHIES | | | |
| 1 | Idealism | A | The physical world is the real world and it is governed by nature; science reveals the truth. |
| 2 | Realism | B | Reality and life are governed by the laws of nature; the individual is more important than society. |
| 3 | Pragmatism | C | Reality is based on human existence: individual experiences determine what is true. |
| 4 | Naturalism | D | The mind interprets events and creates reality; truth and values are absolute and universally shared. |
| 5 | Existentialism | E | Reality is determined by an individual’s life experiences; the individual learns the truth through experiences. |

VIII. *Retell the oral topic below.*

***PHYSICAL EDUCATION AND PHILOSOPHY***

Physical education is an educational process. Its main aim is the improvement of human performance by means of physical activities. Physical education is concerned with acquisition of motor skills, maintenance of fitness and knowledge of positive attitudes towards physical activity.

There are a lot of specialized areas of this study, such as sport psychology, sport pedagogy, sport sociology, exercise sociology, exercise physiology, and motor learning. Each practitioner should be knowledgeable about them.

Philosophy is critical to our endeavors. Philosophy can aid practitioners by guiding their efforts and assisting them in resolving problems that may confront them. Various philosophies influence the nature and practice of education and physical education and sports programs.

Within the last 25 years there is a shift from the traditional philosophy of physical education and sport to a more modern, humanistic philosophy.

Each practitioner/professional should develop his/her own philosophy because it influences the objectives and outcomes of the programs.

UNIT VI

**SELF-ASSESSMENT TEST # I**

These tests are designed to assist you in determining if you have mastered the materials and competencies presented in above studied information.

1. Without consulting your text, describe 10 specialized areas of study within the discipline of physical education. Discuss how these areas are interrelated. Use examples to illustrate why it is important to be knowledgeable about the various specialized areas within the discipline.
2. You are an employer interviewing candidates for a physical education and sport position. If given two physical educators – one who has a well-defined philosophy of physical education and sport and one who cannot convincingly articulate a philosophy of physical education and sport – which person would you hire? Defend your position.
3. Compare the characteristics of physical education and sport programs, be they in a school or a nonschool setting, guided by each of the following philosophies: idealism, realism, pragmatism, naturalism, and existentialism.
4. Write an essay describing the changes that have taken place in school education and physical education programs in the last 50 years. Your essay should reflect the differences in the characteristics of programs guided by a traditional and a modern, humanistic philosophy.
5. Attempt to write your philosophy of physical education and sport. Try to follow the suggestions given in the text for the development of a philosophy. Reflect on your past experiences, review various philosophies, and take time to talk with some of your professors about their philosophies. Discuss your philosophy with a classmate.

UNIT VII

#### OBJECTIVES FOR PHYSICAL EDUCATION AND SPORT

1. *Read, translate and learn the key words and phrases of the unit:*
2. objective, goal, leadership, offering, priority, characteristic, extent, evaluation, conduct, statement, purpose, intent, accomplishment, direction, outcome, fashion, nature, behaviour, a means, achievement, needs, routine, technique, appreciation, necessity, reason, involvement, outcome, issue;
3. to interpret, to broad = to expand, to measure, to evaluate = to assess, to attain, to provide, to improve = to enhance, to reflect, to achieve, to optimise, to state, to conduct, to enrol in, to involve in, to lead to, to need, to follow, to arise;
4. desired, carefully, cognitive, equally, numerous, general, primary, specific, short-term, long-term, cumulatively, precise, well-constructed, measurable, designed, proper, affective, unsupervised, vigorous, identified, relevant, meaningful, qualified, cognitive;
5. to make decisions; field of endeavour; motor skill; to broad scope; nonschool settings; conceptual approach; to gain attention; human performance; clearly defined; relevant, tennis forehand, scoring system, to provide a guide;

e) relative to, regardless, whether.

1. *Text I.*

**OBJECTIVES FOR PHYSICAL EDUCATION**

**AND SPORT**

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.

* 1. *Listen to the text “Objectives for Physical Education and Sport” and answer 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. The use of what has also gained attention in recent years? 7. What is equally important there? 8. What does evaluation of test results provide?

* 1. *Read and translate the text. Look for the sentences with a verb in Perfect Tense, copy them out, analyze and translate them in writing.*
  2. *Find the English equivalents for the following:*

оцінка результатів тестів; пізнавальний; пропозиція/внесок; характерні риси; масштаб/галузь/межі; оцінювати; тлумачити/інтерпретувати; сумлінно; кваліфіковане керівництво; розширювати; задачі емоціойного розвитку; позашкільні заклади; задачі повинні формуватися з урахуванням інтересів населення, яке обслуговується; поліпшувати; численний; приділяти увагу; концептуальний підхід; досягати; ступінь/тривалість; проведення програми; область спрямування зусиль; вимірювати.

* 1. *Find in the text sentences with the verb in Passive Voice. Copy them out and analyze.*
  2. *Translate each of the sentences and put into negative and interrogative form.*

1. Physical fitness has long been recognized as one of the primary objectives of physical education and sport.
2. Historically, this objective may have been described in terms of the development of organic vigor or physical development.
3. Today the development and promotion of health-related fitness in a diversity of populations is an important outcome of many programs in our field.
4. Health-related fitness encompasses the development of cardiorespiratory efficiency, flexibility, muscular strength and endurance, and appropriate body composition.
5. The evidence supporting the contribution of health-related fitness to the health and quality of life of individuals continues to mount.
6. Individuals who are physically fit benefit from improved cardiorespiratory function, extended range of motion, which contributes to efficiency in movement, and increased muscular strength and endurance, which aids in moving effectively.
7. A progressive, systematic approach to the development of physical fitness should be utilized.
   1. *Translate the following into English.*

Розвиток рухових вмінь спрямований на допомогу індивідуумам навчитися рухатися ефективно, щоб виконати задачі, які були поставлені перед ними, і за можливості, з найменшою витратою енергії. Розвиток рухових вмінь продовжується все життя. Програми повинні відповідати інтересам та потребам людей різного віку, від дошкільного до похилого. Варто враховувати можливі обмеження у набутті рухових умінь людьми з обмеженими фізичними можливостями.

III. *Text II.*

#### WHAT DO WE MEAN BY THE TERMS

#### “GOALS” AND “OBJECTIVES”?

***Goals*** are statements of purposes, intents, and aims that reflect desired accomplishments. Goals are expressed as general statements and are very broad in their direction. They state long-term outcomes to be achieved by participants in the program. Some of our primary goals today are to optimize individual’s quality of life, and to enhance human performance. Goals provide direction and a focus for our efforts.

***Objectives*** are statements of desired outcomes and are typically expressed in a more specific fashion than goals. They are short-term statements of specific outcomes that build cumulatively to a goal. They are precise in nature, setting forth the outcomes to be achieved by the individual. Well-constructed objectives define the behavior that the participant will demonstrate when the desired outcome is achieved. When objectives are stated in terms that are measurable, they provide a means to assess the participant’s progress toward achievement of the goal.

* 1. *Listen to the text. Give its main idea in 5 sentences.*
  2. *Put all type of the questions to the text. (15)*
  3. *Put the sentence below into Past and Future Indefinite A.V. (both negative and interrogative*).

**The objectives of physical education and sport contribute to the growth of healthy individuals.**

* 1. *Match the words using a sample.*

*Sample:*  **1-H**

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | Формулювання/твердження | A | primary |
| 2 | Проблема/питання | B | general |
| 3 | Залучення/участь | C | accomplishment |
| 4 | Намір | D | specific fashion |
| 5 | Відображати | E | meaningful |
| 6 | Короткотерміновий | F | outcome |
| 7 | Поліпшувати | G | human performance |
| 8 | Першочерговий | H | statement |
| 9 | Точно сформульована мета | J | to enhance |
| 10 | Завершення/досягнення | K | to provide |
| 11 | Загальний характер | L | to reflect |
| 12 | Оптимізувати | M | involvement |
| 13 | Людська діяльність | N | short-term |
| 14 | Забезпечувати | O | issue |
| 15 | Результат/вихід | P | to optimize |
| 16 | Значний/осмислений | Q | intent |

* 1. *Listening comprehension.*

**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.

* + 1. *Listen to the text and answer the questions.*

1. Can you identify the program associated with these objectives?
2. 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?

IV. *Text III.*

**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.
   1. *Listen to the text “Why are Objectives Needed in Physical Education and Sport?” and give its main idea.*
   2. *Find in the text the English equivalents for:*

досягнення мети; чіткий/точний; сукупно; забезпечувати керівництво; встановлювати/змальовувати; причина; призвести до; мати вимірюване вираження; прямувати; засіб; необхідність; бажаний результат; добре сформульований, оцінювати, доцільний.

* 1. *Read and translate the text in writing.*

*4.4. Open the brackets and put the verbs into right tense form.*

1. Objectives (provide) a guide for physical educators’ efforts. 2. Attainment of desired goals (require) that efforts be focused on their achievement. 3. Objectives (must, define) clearly what (must, be achieved) if the sought-after goals (be) to be accomplished. 4. The goals and associated objectives (must, be) at the forefront of the teacher’s mind when instructing students in physical education class and on the leader’s mind when conducting a class at a community center or corporate fitness center. 5. If the objectives (be) clearly understood, this (influence) the activities that (be) included in the program and the manner in which they are presented. 6. The objectives (serve) as a guide for the physical educator'’ actions so that the interests and needs of the participants (be) served.
   1. *Complete each sentence with a word from a box.*

|  |
| --- |
| objectives, contributes, education, understand, optimal, importance |

1. Objectives will help physical educators better …the worth of their field. 2. Physical … and sport … to the welfare of each individual and our society as a whole. 3. Those professionals who understand the … of this field and the relationship of physical education to the goals of society and to the … development of the individual realize the … and worth of our endeavors.

1. *Have a dictation.*

Physical education and sport provides unique opportunities to enhance social and emotional development and to enrich th4 lives of program participants. Carefully designed programs help participants develop personally rewarding and socially acceptable behaviors through settings that allow them to learn how to cooperate and work together to achieve common goals. Such programs also challenge individuals to exhibit sportsmanship and to adhere to the principles of fair play, which promotes self-discipline, self-responsibility, and self-confidence.

1. *Translate the following into English.*

Фахівці у галузі фізичного виховання та спорту часто ставлять такі

запитання:

* Яка першочергова мета фізичного виховання та спорту?
* Чи є одна задача фізичного виховання та спорту важливішою, ніж інша?
* На що потрібно робити акцент у програмі з фізичного виховання та спорту?
* Фахівці з фізичного виховання та спорту не можуть робити всього, але що потрібно вважати першочерговим?
* Чи підлягають задачі будь-якій ієрархії?

Такі питання та інші, що подібні їм, служать приводом для гарячих дискусій фахівців у цій галузі.

VII. *Retell the oral topic.*

**OBJECTIVES FOR PHYSICAL EDUCATION AND SPORT**

Objectives are goals 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.

Traditionally, objectives have been defined for schools and the school-aged population. Now they must consider participation in exercise programs of people of all ages and segments of society.

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.

1. *1. Supplementary reading. Read and discuss in class the text.*

## THE PHYSICALLY EDUCATED PERSON

*A physically educated person:*

***HAS learned skills necessary to perform a variety of physical activities***

- Moves using concepts of body awareness, space awareness, effort, and relationships.

- Demonstrates competence in a variety of manipulative, locomotor, and nonlocomotor skills.

- Demonstrates competence in combinations of manipulative, locomotor, and nonlocomotor skills performed individually and with others.

- Demonstrates competence in many different forms of physical activity.

- Demonstrates proficiency in a few forms of physical activity.

- Has learned how to learn new skills.

## *IS physically fit*

- Assesses, achieves, and maintains physical fitness.

- Designs safe personal fitness programs in accordance with principles of training and conditioning.

## *DOES participate regularly in physical activity*

- Participates in health-enhancing physical activity at least three times a week.

- Selects and regularly participates in lifetime physical activities.

## *KNOWS the implications of and the benefits from involvement in physical activities*

- Identifies the benefits, costs, and obligations associated with regular participation in physical activity.

- Recognizes the risk and safety factors associated with regular participation in physical activity.

- Applies concepts and principles to the development of motor skills.

- Understands that wellness involves more than being physically fit.

- Knows the rules, strategies, and appropriate behaviors for selected physical activities.

- Recognizes that participation in physical activity can lead to multi cultural and international understanding.

- Understands that physical activity provides the opportunity for enjoyment, self-expression, and communication.

## *VALUES physical activity and its contributions to a healthful lifestyle*

- Appreciates the relationships with others that result from participation in physical activity.

- Respects the role that regular physical activity plays in the pursuit of lifelong health and well being.

- Cherishes the feelings that result from regular participation in physical activity.

UNIT VIII

**SELF-ASSESSMENT TEST # 2**

These tasks are designed to assist you in determining if you have mastered the materials and competencies presented in the above studied information.

1. Describe the consequences to a physical education and sport program if no objectives to be achieved by the program’s participants were stated.
2. You are in attendance at a budget hearing called to determine whether your program, be it a school program, community agency program, or corporate fitness program, will be allocated much-needed additional funds. You are asked to tell why physical fitness, motor skill development, cognitive development, and affective development objectives are important objectives of physical education and sport. How do you respond to the comment that the only objective of physical education and sport is the development of fitness?
3. Survey the sports Departments of your university to determine what priority they would give to the objectives of physical education and sport. When possible, the instructor of your class should assign one or two class members to interview a specific Department member. The results of this survey of most of the University Department members should be reported to the class.
4. Summarize what you cider to be the characteristics of a physically educated person.
5. Discuss why the conceptual approach to teaching physical education is important in view of the emphasis on lifelong learning. Identify the concepts for physical education and sport objectives for a specific population, that is, preschoolers, adolescents, adults, or elderly.

**UNIT IX**

**ROLE OF PHYSICAL EDUCATION AND SPORT**

IN SOCIETY AND EDUCATION

1. *Read, translate and learn the key words and phrases of the unit:*
2. society, trend, existence, domain, implication, impetus, emphasis, series, basic, curriculum, percentage, frequency, duration, keystone, taxonomy;
3. to influence, to describe, to take place, to conduct = to hold, to receive, to decry, to identify, to call for, to disagree, to eliminate, to emphasize, to appear, to participate, to sustain to engage in, to be up; to support;
4. contemporary, meaningful, self-directed, societal, cognitive, affective, lifelong, psychomotor, considerable, own, tremendous, integral, vigorous, sufficient, adequate, appropriate;
5. in many ways; to make a strong case; health promotion; disease prevention; individual responsibility; on a regular basis; to offer strong support;
6. as well, thus, within, however, regardless.

II. *Text I.*

**ROLE OF PHYSICAL EDUCATION AND SPORT**

IN SOCIETY AND EDUCATION

The education of a society’s citizens is influenced by contemporary societal needs and trends. Today one of the primary purposes of education is to prepare individuals for a meaningful, self-directed existence. The education of the individual can be described as taking place through three learning domains: the cognitive domain, the affective domain, and the psychomotor domain. Carefully planned programs of physical education conducted by qualified professionals can contribute in many ways to learning in each of these domains. Three societal trends that hold considerable implications for the conduct and status of physical education and sport in our society are the educational reform movement, the wellness movement, and the fitness movement.

The educational reform movement received its impetus from a series of reports decrying the status of education in America’s schools and identifying specific areas for reform. These reports called for a greater emphasis on the “new basics” of English, science, social studies, math, and computer science. Lifelong learning was stressed as well. These reports disagreed on the status of physical education as an educational basic. Thus it is up to physical educators to make a strong case for physical education as a basic, before physical education is eliminated from the educational curriculum.

The wellness and fitness movements also hold several implications for physical education and sport. The wellness movement emphasized health promotion and disease prevention through lifestyle modification and individual responsibility for one’s own health. Physical activity and exercise are integral parts of a health lifestyle. Within the past decade tremendous interest has been shown in physical activity and exercise. However, it appears that only a small percentage of the population participates in vigorous physical activity of sufficient frequency, intensity, and duration to sustain an adequate level of health-related fitness. Professionals need to increase the number of individuals within all segments of the population who engage in appropriate physical activity on a regular basis.

The wellness and fitness movements offer strong support for the development of nonschool physical education and sport programs. The emphasis on lifelong learning by educational reform leaders supports the need for physical education and sport programs for individuals of all ages.

Regardless of the setting and the population served, movement is the keystone of physical education and sport.

* 1. *Listen to the text “Role of Physical Education and Sport in Society and Education” and answer the questions*.

1. Is education of a society’s citizens influenced by contemporary societal needs and trends? 2. What are the primary purposes of education today? 3. What learning domains can the education of individual be described as taking place through? 4. What societal trends influence the conduct and status of physical education and sport? 5. Is physical education a basic on the US educational curriculum now? 6. Why must physical educators make a strong case for their discipline? 7. Do wellness and fitness movements emphasize health promotion and disease prevention? 8. What do professionals need to increase? 9. Who offers strong support for the development pf physical education and sport programs?

* 1. F*ind the English equivalents for the following:*

не дивлячись на; брати участь; також; наріжний камінь/основний принцип; підтримувати; на все життя; акцент/особлива увага; тенденція; сучасний; описувати; галузь пізнання; емоційна сфера; існування; цілеспрямований; імпульс; вимагати/передбачати; усвідомлений; отримувати; психомоторна область; бути не згодним; невід’ємна частина; відповідний; відсоток; це справа фахівців з фізичного виховання; довести свою правоту; знищити; велетенський; на регулярному пдґрунті; енергійний/інтенсивний; достатній; особиста відповідальність; низка/цикл/серія; тривалість; частота; відповідний; профілактика захворювань; пропаганда здоров’я; підтримувати; сумлінно; обезцінювати/зменшувати; класифікація.

* 1. *Open the brackets and put each verb into proper tense form.*

1. Educational objectives (be) often classified into three domains or areas of behavior: cognitive (thinking), affective (feeling), and psychomotor (doing). 2. The affective domain (include) the promotion of values and social and emotional development. 3. The psychomotor domain (involve) the development of motor skills and physical fitness. 4. It (be) important that educators (consider) all three domains when planning learning experiences to meet individuals’ needs. 5. Separation of behaviors into domains (facilitate) the development of objectives. 6. However, we (must, remember) that these domains (be) interrelated, and as educators we (be) really dealing with the needs of the whole person. 7. Thus, individuals’ levels of development in each domain (must, be) taken into account in the design and implementation of learning activities.

* 1. *Put questions to the words /phrases in italics.*

*1. The cognitive domain* is concerned with the acquisition of knowledge and the development of intellectual skills. 2. The objectives here reflect *an increase* in complexity at each level of development. . 3. Learning basic facts is *the initial objective* . 4. *And from this* grows understanding and application of concepts, critical analysis, synthesis, and evaluation.

* 1. *Make each of the sentences negative.*

1. Many factors influence individuals’ learning, including their feelings about themselves, the learning experience, and the subject. 2. The taxonomy for affective domain reflects the development of values, appreciations, attitudes, and character. 3. As individuals demonstrate the characteristics of the levels within this domain, they move from a concern about themselves to a value structure that embraces concern for others. 4. At the highest level, their internalized values directly influence their choices and actions.

* 1. *Try to use each of the sentences in Past Tense.*

The taxonomy of objectives in the psychomotor domain shows a progression of development that provides the foundation for programs of physical activities. The lower order objectives reflect the acquisition of basic movements and perceptual abilities. The higher order objectives emphasize the development of fitness and highly skilled movements as well as increased creativity in the use of movements.

* 1. *Fill in with articles where it is necessary.*

1. People today are taking … more active role in protecting and enhancing their health than ever before. 2. We have become increasingly … health-conscious. 3. There is … growing realization that our health and our quality of … life are significantly influenced by the manner in which we live our lives. 4. Many of … lifestyle choices we make (e.g., whether to smoke tobacco or to exercise on … regular basis) influence our potential for health, function, and well-being both on a day-to-day basis and across our lifespan. 5. This realization is accompanied by … greater understanding of the important role of personal responsibility, that is, informed and responsible behavior, in achieving good health, both on … personal and national level. 6. Within … two last decades we have seen a change in our orientation to health care. 7. Instead of health care on … treatment of disease, there has been … shift to … emphasis on health promotion and disease prevention.

III. *Have a dictation.*

A concerted effort by professionals must be made to reach all segments of the adult population and to provide them with the necessary skills, knowledge, and attitudes to develop and maintain adequate levels of health-related fitness. Interest in fitness has led to the development of a wide range of job opportunities. There has probably never been a time in society with greater opportunities in sport and recreation than there are now. The growth of interest in fitness and exercise has opened up jobs in community physical education and sport programs, corporate fitness centers, health clubs, and the sporting goods industry, to name just a few.

IV. *Listening comprehension.*

###### FITNESS MOVEMENT IN THE US

Enthusiasm for exercise and fitness is at an unprecedented level in the US today, with millions of people spending countless hours and billions of dollars on exercise and sport. Men and women of all ages are participating in fitness and sport activities to an extent not witnessed before in this country. The fitness movement, initially perceived by some as a fad or a short-lived phenomena, has grown for over two decades, becoming perhaps a historically significant trend. It appears that exercise and fitness for many adults has become ingrained in American life.

V. *Translate the following into English.*

ВНЕСОК ФІЗИЧНОЇ АКТИВНОСТІ У ЗАГАЛЬНЕ ЗДОРОВ’Я (WELLNESS)

Заняття різними видами фізичної діяльності:

\* сприяє змінам у структурі головного мозку та функцій у дітей та підлітків. Сенсорна стимуляція за допомогою фізичних вправ особливо важлива для оптимального росту та розвитку молодої нервової системи;

\* є важливим регулятором ожиріння, так як збільшується витрата енергії, пригнічується апетит, посилюється метаболізм, підвищується відсоток м’язової маси;

\* покращує роботу серця, якщо судити за збільшенням систолічного об’єму серця (stroke volume), хвилинного об’єму серця (cardiac output blood volume) і загального гемоглобіну;

\* є основною рушійною силою для соціалізації особистостей у дитячому та підлітковому віці.

1. *Retell the oral topic.*

**ROLE OF PHYSICAL EDUCATION AND SPORT IN SOCIETY AND EDUCATION**

The education of individuals is influenced by contemporary needs and trends of the society. One of the primary tasks of education is a meaningful, self-directed existence. The education is placed in three domains: cognitive, affective, and psychomotor. Carefully planned programs of physical education can contribute in many ways to learning in each of these domains. There are three considerable societal trends: the educational reform movement, the wellness movement, and the fitness movement. The educational reform movement leaders want to see physical education as a basic discipline in educational system. Wellness and fitness movements emphasized health promotion and disease prevention through lifestyle modification and individual responsibility for health.

UNIT X

**SELF-ASSESSMENT TEST # 3**

These tasks are designed to assist you in determining if you have mastered the materials and competencies presented in the above studied information.

1. You are attending a faculty meeting and one of the members of the faculty states that physical education should not be considered a part of the educational curriculum. You disagree and make a presentation that indicates that you believe that physical education is an important part of education. What points would you emphasize in your presentation?
2. Explain what is meant by the cognitive, psychomotor, and affective domains. provide specific illustrations of how physical education contributes to learning in each domain.
3. Discuss the educational reform movement and its implications for physical education.
4. You have been invited to speak to a community group on the role of physical activity in the promotion of health and attainment of wellness. Prepare a short speech reflecting the contribution of physical education and sport to a healthy lifestyle.
5. The fitness movement has been perceived by many as an enduring trend. Discuss the role of the physical educator in providing leadership for this movement. What are the implications of this movement for career opportunities?

**UNIT XI**

MOVEMENT:

THE KEYSTONE OF PHYSICAL EDUCATION

AND SPORT

I*. Listen, read, translate and learn the key words and phrases of the unit:*

1. concept, key, keystone, performance, ability, variety, awareness, approach, responsibility, dimension, bending, stretching, exertion, foundation, lever, contraction, force, gravity, effect, flexibility, endurance, advantage, skill, fear, anxiety, self-concept, desire, impact, impulse;
2. to represent, to strive, to enhance, to affect, to explore, to differ, to strive to, to obtain, to allow, to receive, to utilize, to involve, to attain, to provide, to produce, to govern, to reduce, to generate, to impede, to leave, to compete, to perform, to base;
3. fundamental = basic = essential, spatial, locomotor, nonlocomotor, manipulative, complex, creative, poor, deterring, general;
4. since, with respect, throughout, in terms, as well as, thus, among, furthermore;
5. the key concern; human being; to construct meaningful movement experiences; body awareness; spatial awareness; to obtain stated objectives; to attain proficiency; fundamental motor skills; problem-solving situation; skeletal levers; muscular contraction for force; small in stature; in positive or negative way; effective performance; desire for social mobility; to leave one’s impact; motor performance.

II. *Text I.*

MOVEMENT: THE KEYSTONE OF PHYSICAL EDUCATION AND SPORT

Movement is the keystone of physical education and sport. Human movement may be affected by a variety of factors, including biomechanical, physiological, psychological, and sociological factors. Understanding of the basic concepts of movement – body awareness, spatial awareness, qualities of movement, and relationships – is essential for physical educators and their students. Physical educators must also be concerned about individuals’ development skills (locomotor, nonlocomotor, and manipulative skills), for they form the foundation for participation in a variety of activities throughout life.

Movement education, a system based on the theories of Laban, is an important part of physical education. Movement education explores the science of movement and helps people of all ages move more effectively. Movement education differs from the traditional approach to physical education in terms of the roles and responsibilities of the teacher and the students as well as the conduct of the program.

*1.1. Listen to the text and answer the questions.*

1. What is movement? 2. How may human movement be affected by? 3. What is essential for physical educators and their students? 4. Why must physical educators also be concerned about individual’s development skills? 5. What part of physical education is movement education? 6. What does movement education explore? 7. How does movement education differ from the traditional approach to physical education?

* 1. *Find the English equivalents for:*

важливий момент/наріжний камінь; відрізняється; з точки зору; локомоторні вміння; впливати; низка/велика кількість; головна концепція; маніпулятивні вміння; пізнання/усвідомлення; важливий; протягом; дослідити; просторова орієнтація; який ґрунтується на; рухатися ефективно; традиційний підхід; координація тіла.

* 1. *Open the brackets and put a verb into proper tense form.*

**WALK**

1. A walk (be) a series of balance and loss of balance motions or a series of weight transfers from one foot to the other as the individual (move) through space. 2. One foot (move) forward ahead of and slightly to the side of the other foot, with the heel of the forward foot touching the ground or landing before the toe of the opposite foot (push) off. 3. The person (push) or (exert) force against the ground or the floor in order to initiate each step. 4. The resistance of the floor or ground (provide) the force necessary to move the body forward. 5.This action (be) best explain by Newton’s third law of motion – for every action there (be) an equal and opposite reaction.

* 1. *Insert articles where it is necessary.*

1. Running is … exaggerated form of walking and results as … performer attempts to increase speed. 2. … major difference between walking and running is that in running, … body is moving in space for … long period of time with no support from either foot and at no time are both feet in contact with the ground. 3. In walking, there is no … period of moving in space because one foot is in … contact with … ground at all times. 4. To increase speed, … runner exerts greater force in … extensor muscles of … driving leg and foot against … resistive surface, and … leg swings forward and starts back as … ball of … foot is placed back on … ground. 5. … body is then pushed into … air toward … next step. 6. In landing , … foot strikes … ground under … center of gravity. 7. Absorption of force be bending … knee is essential to successful landing and is used to build momentum as … leg extends for … next step.

* 1. *Put questions to the words and phrases in italic.*

1. Fundamental movement *describes* changes in body position sufficiently distinct to permit classification. 2. The execution of *the movements* is seldom goal-directed or focused on a particular purpose. 3. Instead, they are the basis *for the development of the goal-oriented movement found in specialized skills*. 4. Emphasis is placed on *the gestalt (целостное восприятие объекта) of the movement or the tracing of the action* *in space.* 5. Timing, reaction to the others, and other fine motor points are *not important* at this stage.

* 1. *Translate the following into English*.

1. Рух є підгрунтям фізичного виховання. 2.Фахівці з фізичного виховання та спорту повинні обов’язково вивчити теоретичне підґрунтя, щоб правильно навчати своїх вихованців ефективно виконувати той чи інший рух. 3. Слід надавати можливість дітям випробовувати весь спектр рухів, щоб навчитися розуміти та усвідомлювати своє тіло.

III. *Text II.*

MOVEMENT CONCEPTS

Movement represents the key concern of physical educators. Movement is the central focus of this field of endeavor. Physical educators strive to help human beings to move efficiently, to increase the quality of their performance, to enhance their ability to learn, and to promote their health. Movement may be affected by biomechanical, physiological, sociological, and psychological factors. Since movement represents the keystone of physical education and sport, it is important that professionals in this field understand some of its dimensions.

Understanding of movement concepts such as body awareness (What can the body do?), spatial awareness (Where does the body move?), qualities of movements (How does the body move?), and relationships (With whom or what does the body move?) helps physical educators construct meaningful movement experiences to obtain their stated objectives. Such experiences allow their students to understand the capabilities of the body with respect to movement. It is also important that children receive instruction in fundamental motor skills. Fundamental motor skills include locomotor skills such as running and jumping, nonlocomotor skills such as bending and stretching, and manipulative skills such as throwing and kicking. These fundamental skills serve as a foundation for the development of more complex and specialized skills that are utilized in sports and other physical education activities, work, and life situations in which human beings are involved in movement.

One approach that may be used to help individuals develop an understanding of movement concepts and attain proficiency in fundamental motor skills is movement education. Movement education provides persons with a variety of problem-solving situations carefully designed to help them to explore the body’s movement abilities and to develop movement skills.

* 1. *Listen to the text “Movement Concepts”. Give its main idea in a few words.*
  2. *Read and translate the text in writing. Put all types of questions. (15).*
  3. *Find the English equivalents for the following:*

найважливіший предмет; знаходитися у центрі уваги; докладати зусилля/намагатися допомогти; функціональні можливості; підвищувати/посилювати; параметри; концепція руху; координація тіла; формувати навички різноманітних рухів; надавати можливість; відносно/стосовно; згинання; розтяжки; кидки; пинки; підгрунтя; складний; використовувати; залучати; підхід; набути вправності; основні рухові вміння; теорія фізичного виховання; досліджувати.

* 1. *Listening comprehension text.*

### PUSHING AND PULLING

Push is an application of force by the body or by a body segment used to move an object. Pushing involves the exertion of the body’s force against a resistant force. The purpose of pushing movements is to move objects away from their base of support. The body may also be moved away from its base of support by pushing it against and object.

In pushing, the performer’s center of gravity is placed behind the object and in line with the object’s center of gravity. In pulling, the performer maintains a position ahead of the object and draws the object toward his or her body. Pulling involves directing an object toward the body. Children usually pull wagons or toys and during play might pull one another. Pulling and pushing are usually done with the hands and arms, although one can use the legs and feet.

*2.4.1. Listen to the text and answer the questions.*

1. Does pushing involve exertion of the body’s force to or against resistant force? 2. The purpose of pushing movements is to move objects to their base of support, isn’t it? 3. Is the performer’s center of gravity placed behind the object in pushing? 4. Where is the position of the performer while pulling? 5. Which extremities do you use for pulling and pushing?

*2.4.2. Retell the text “Pushing and Pulling”.*

*2.5. Put the sentences below into Present, Past and Future Perfect, A.V. Make up negative and interrogative forms.*

**Bending movements are frequently used in gymnastic activities.**

*2.6.* *Study a table below.*

**APPLICATION OF MOVEMENT CONCEPTS TO SOCCER**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Skills |  |  | Body awareness |  |  | To use body ports appropriately to perform skills awarenessTo move some body parts in relation to other | | | |
|  |  |
| Space |  |  | Self/general |  |  | 1.To move with control to avoid personal contact  2. To pass the ball to on open space in front of a teammate  3. To place the ball in an empty space in the opponents' goal | |
|  |  |
|  |  | Direction |  |  | 4. To change direction to ovoid contact with others or to stay with or get around an opponent  5. To change direction when moving with the boll or to move into posi­tion to receive a ball | |
|  |  |  |  |
|  |  | Level |  |  | 6. To control a ball received at the high, medium, or low level | |
|  |  |
|  |  | Pathways |  |  | 7. To change pathways while moving in space with and without the ball | |
|  |  |  |
| Qualities of movement |  |  | Force |  |  | 8. To use an appropriate amount of force when passing, dribbling, and shooting  9. To absorb force effectively with various body parts when receiving a ball  10. To vary the use of body parts in importing force to the ball | |
|  |  |
|  |  | Time |  |  | 11. To anticipate the speed of the ball and teammates to meet a pass or to pass of movement  12. To change speed smoothly and efficiently while moving in space  13. To match the speed of the ball and an opponent to intercept or tackle | |
|  |  |  |
|  |  |
|  |  | Flow |  |  | 14. To combine skills smoothly | |
|  |  |

*2.7* *Put questions to the words/phrases in italic.*

1. Fundamental movement actions refer to those *locomotor and nonlocomotor* skills that are the foundation for successful participation in games of low organization, sports, dance, tumbling, gymnastics, and aquatic and other physical activities. 2. Locomotor skills are *those in which the body moves through the space*. 3. And nonlocomotor skills are those positions *that the body assumes without moving the base of support*. 4. Fundamental movement skills *must be combined* with manipulative skills to create the specialized movement necessary in many activities. 5. *Manipulative* skills are body activities involving objects; throwing and catching, striking, and kicking an object are examples of manipulative skills. 6. *One example of a combined skills* is the softball throw. 7. The softball throw *requires* a combination of slide stepping (locomotor skills) and throwing (manipulative skills) and nonlocomotor movements such as stretching, swinging, twisting, and turning. 8. Other specialized sport skills require more *complex* combinations of movements.

*2.8. Give a talk on “Movement Concepts”.*

IV. *Text III.*

#### GENERAL FACTORS THAT AFFECT MOVEMENT

Human movement involves most of the systems of the body, such as the skeletal system (e.g., skeletal levers), the nervous system (e.g., nervous impulses to the muscles), and the muscular system (e.g., muscular contractions for force). Human movement is concerned with mechanical principles or the forces that act on the human body (e.g., gravity) and the effects that these forces produce.

All movement is governed by certain mechanical principles. An understanding of the forces that act on the body as it moves is essential if people are to engage in creative and meaningful movement. Understanding of the biomechanical principles of movement is important for physical educators if they are to teach movement skills effectively.

Physiological factors affect movement as well. Physical fitness and body build are two factors among the many that affect the way humans move. Poor muscular development is deterring factor in generating force, and the mechanical advantage of levers might be reduced in a person who is small in stature. Furthermore, physical fitness qualities, such as flexibility, endurance, and strength are basic to and will greatly influence motor performance.

Movement is also affected by psychological factors. Phenomena such as fear, anxiety, and self-concept might affect human movement in a positive or negative way. Fear or anxiety, for example, may prevent a performer from relaxing, thus impeding effective performance.

Sociological factors influence human movement. The persons with whom one is competing or performing, the relationship of the performer to the group, and the desire for social mobility are examples of sociological factors that may leave their impact on the quality of movement.

*3.1. Listen to the text “General Factors that Effect Movement” and answer the questions*.

1. What body’s systems does human movement involve? 2. What is humanmovement concerned with? 3. What principals all movement governed by? 4. Do physiological factors affect movement? 5. Which are two factors that affect the way humans move? 6. What else is the basic to influence motor performance? 7. What psychological factors is movement also affected? 8. Do social factors influence human movement?
   1. *Find the English equivalents for the words and phrases below:*

страх; хвилювання; загальні принципи; зарозумілість; позитивно; негативно;

перешкоджати/заважати; результативність; змагатися; виступати; бажання; соціальна мобільність; залишити свій слід/вплинути; важіль; м’язові скорочення; механічні принципи; сила тяжіння; ефект/вплив; впливати на тіло; весь рух підпорядковується певним механічним принципам; творчий; уміння/навички; будова тіла; поряд з; обмежувальний чинник; перевага; зменшувати/скорочувати; невисокий на зріст; тоді як; запобігати.

* 1. *Put the verbs in the sentence below in Present, Past and Future Perfect A.V. (Negative and Interrogative).*

An understanding of movement concepts aids in the performance of sport skills.

*3.4.* *Complete the sentences using the words from the box*.

|  |
| --- |
| orders, provides (2), enables, eliminates, fosters |

###### THE HIERARCHY OF MOVEMENT

1. … the content of physical skills.
2. … a progression in the acquisition of physical skills with fundamentals the easiest and

specialized skills the most difficult.

1. … the repeated teaching and reviewing of the same movement in one sport after

another as one movement is often the basis for many specialized skills.

1. … the transfer of movements and movement knowledge from activity to activity. The

performer is no longer asked to learn a skill such as throwing before learning every

sport in which it is included.

5. … the learner to be aware of how and when skills transfer to new activities that they

may wish to pursue at a later date.

6. … a system for “learning to learn” or “learning to teach oneself” physical skills. It is a

a system to be used in teaching oneself new movements.

*3.5.* *Have a dictation.*

Movement education strives to make the individual aware of the movement of the entire body and to become intellectually as well as physically involved. The challenge set by a problem in movement is first perceived by the intellect and then solved by the body moving through space, reacting to any obstacles within that space and to the limitations and existing restrictions. Learning accrues as the individual accepts and attempts to solve increasingly difficult problems. Inherent in this process is the concept of individual differences. Numerous ways to solve a stated problem may exist, and one’s abilities and capacities.

*3.6. Translate the following into English.*

Рух може виконуватися як самостійно, так і з партнером. Існують різні варіанти. Відсутність іншого об’єкту, який рухається (mover), створює ситуацію, що призводить до незалежності у рухах. При роботі з партнером один може ініціювати рух іншого, виконувати рух разом, протистояти рухам іншого.

*3.7.* *Give a talk on* *“General Factors that Effect Movement” and answer the questions*.

1. *Retell the oral topic.*

**MOVEMENT CONCEPTS**

Movement represents the key concern of physical educators. Movement is the central focus of this field of endeavor. Physical educators strive to help human beings to move efficiently, to increase the quality of their performance, to enhance their ability to learn, and to promote their health. Movement may be affected by biomechanical, physiological, sociological, and psychological factors. Since movement represents the keystone of physical education and sport, it is important that professionals in this field understand some of its dimensions.

Understanding of movement concepts such as body awareness (What can the body do?), spatial awareness (Where does the body move?), qualities of movements (How does the body move?), and relationships (With whom or what does the body move?) helps physical educators construct meaningful movement experiences to obtain their stated objectives. Such experiences allow their students to understand the capabilities of the body with respect to movement. It is also important that trainees receive instruction in fundamental motor skills. Fundamental motor skills include locomotor skills such as running and jumping, nonlocomotor skills such as bending and stretching, and manipulative skills such as throwing and kicking. These fundamental skills serve as a foundation for the development of more complex and specialized skills that are utilized in sports and other physical education activities, work, and life situations in which human beings are involved in movement.

One approach that may be used to help individuals develop an understanding of movement concepts and attain proficiency in fundamental motor skills is movement education. Movement education provides persons with a variety of problem-solving situations carefully designed to help them to explore the body’s movement abilities and to develop movement skills.

UNIT XII

**SELF-ASSESSMENT TEST # 4**

These tasks are designed to assist you in determining if you have mastered the materials and competencies presented in the above studied information.

1. You had been asked by a local recreational group to give a presentation on the subject “Movement: The Keystone of Physical Education and Sport”. Prepare in writing your presentation.
2. Analyze the movement concepts associated with the performance of the following skills:

Hitting a volleyball; Playing tackle in a basketball game; Running 100 m; Performing a free exercise routine in gymnastics.

1. Select five sport skills, each from a different sport (e.g., punting a soccer ball). List the locomotor, nonlocomotor, and manipulative skills necessary for performing each sport skill.
2. Pretend you are a participant in a debate on the following subject: “Resolved that movement education is better than the traditional approach in teaching physical education.” Outline pertinent arguments for both the affirmative and negative sides.
3. Programs of movement education are typically perceived to be taught in the schools, primarily at the elementary level. Outline key concepts of movement education and discuss how movement education can be used at the secondary level to teach sports skills or used in a nonschool program working with preschoolers or the elderly.

**UNIT XIII**

#### HISTORICAL FOUNDATIONS

#### OF PHYSICAL EDUCATION AND SPORT

1. *Listen, read, translate and learn the key words and phrases of the unit:*
2. heritage, forerunner, pronouncement, era, content, source, existence, city-state, populace, catalyst, deterrent, esteem, deer, evidence, entity, artifact, pottery, courage, spirit, soul, reward, ordeal, antithesis, emphasis, manhood, deity, isthmus, truce, excuse, wreath, enemy, hero, contestant, reason;
3. to experience, to justify, to unearth, to point, to grapple, to repeat, to discern, to be frowned on, to exemplify, to exist, to temper, to trust, to attend, to deprive, to die, to fail, to enroll, to bestow (privileges/honor), to abolish, to resume, to emulate, to believe, to feast, to swear, to crown, to approach, to hunt, to recognize, to defend;
4. unifying, military, inherent, recurring, apparent, rigidly, obviously, vital, truly, approximately, subservient, common, responsible, compulsory, powerful;
5. to provide one with appreciation; an adage states; “history tends to repeat itself”; “a golden age”, to strive for physical perfection; a unifying force; in the nude; sense of fair play; physical conditioning; rigidly regulate; to enjoy the freedom; open space activities; to be in overall charge of; chief official; in keeping with close association; in honor; physical prowess; the main attraction; drawing force; the guilty would be visited by the wrath of the gods; a rigid set of requirements; a perfect physique; a criminal record; to swear to an oath; illegal tactics; to view with pride; to be second to none; javelin throwing;
6. however, instead, furthermore, thereafter, in accordance with, although, whereas.
7. II. *Text I.*

#### HISTORICAL FOUNDATIONS

#### OF PHYSICAL EDUCATION AND SPORT

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.

* 1. *Listen to the text “Historical Foundations of Physical Education and Sport”.*
  2. *Answer the questions on the text.*

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. Does all history repeat itself? 4. 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?

* 1. *Find the English equivalents for the words and phrases below:*

охопити всі верстви населення; напрями розвитку у майбутньому; які передбачаються; історія має тенденцію повторюватися; висловлення/приказка; засіб стримання/перешкода; стимул/імпульс; очевидно; дає розуміння інших культур; очевидний; вплив; розпізнати; спадщина; попередник/предтеча; ера; інтенсифікувати; хвилюючий; підтверджувати/пояснювати/знаходити виправдання; служити каталізатором; значний/важливий; існування.

*2.4. Put the questions to the words and phrases in italic.*

1. The beliefs and experience of physical educators today *rest* on the history of this field of endeavor. 2. It is a source of *physical education’s identity*. 3. In a sense, *little* basis exists for this professional field, except its past. 4. *The experiences of yesteryear* help to guide physical educators’ endeavors today. 5. The only professional maturity is that which is built on *the events of days and years gone by.*

*2.5.* *Open the brackets and put the verbs in proper tense form and voice.*

1. The nature of physical education and sport in the US today (*influence*) by the contributions of many different cultures. 2. The influence exerted by the US leaders (*be*) also profound. 3. By knowing the accomplishments of leaders in the past, today’s physical educators (*can, attempt*) to build on their achievements. 4. One qualification (*exist*) – physical educators (must, use) only that from the past which (be) true, significant, and applicable to the present and the future. 5. Each professional (should, be) aware of the history of physical education and sport from ancient times to recent developments. 6. Much (*can, be*) learned about physical education and sport from a critical analysis of its history.

*2.6.* *Put questions to the words and phrases in italic.*

1. The influence *of the various philosophical schools of thought* on physical

education throughout history will be evident. 2. Traditionally the objectives of physical education have been categorized *as either promoting “education of the physical” or “education through the physical.”* 3. Education of the physical *focused* on the development of the body as an end in itself, that is, precedence was given to the development of the body and physical skills rather than outcomes that could be accomplished through physical activities. 4. *Education through the physical* emphasized the acquisition of physical skills and bodily development as well as attainment of other educational outcomes, such as affective, social, and intellectual objectives, through physical activity. 5. This approach utilizes *carefully selected* physical activities as a medium through which various desirable objectives can be achieved. 6. The emphasis on these two approaches may be discerned throughput *the history of physical education and sport.*

* 1. *Put the sentence below into Present, Past and Future Indefinite Tense.*

***Civilization has brought the need for an organized physical education and sport program.***

* 1. *Have a dictation.*

Members of primitive societies did not think of physical education as people do today. No organized physical education program was found in primitive society or in the cultures of the ancient Oriental nations. In regard to better physical development, primitive people did not need to set aside a period during the day when they could participate in various forms of activity since being active was part of their daily regimen. Well-developed bodies and sound organic systems were commonplace among primitive people. Their physical activity consisted of hunting and searching for food, erecting shelters, and protecting themselves from the hostile environment.

III. *Text II.*

#### PHYSICAL EDUCATION AND SPORT IN GREECE

Physical education as well as sport experienced a “golden age” in ancient Greece.

The Greeks strove for physical perfection, and this objective affected all phases of their life. It influenced the political and educational systems, sculpture and painting, and the thinking and writings of that day. It was a unifying force in Greek life, playing a major part in national festivals and helping to build strong military establishments. No country in history has held physical education or sport in such high esteem as did ancient Greece.

Evidence exists of physical education and sport activities being popular in Creatan

culture as early as 2 500 B.C. Archeological investigations at Mycenae and other centers of Aegean civilization have unearthed buildings, pottery, and other artifacts that point to the importance placed on education and sport in this ancient culture. Literature, such as Homer’s *Iliad* and *Odyssey*, also is a source of this information. Lion hunting, deer hunting, bull grappling, boxing, wrestling, dancing, and swimming are commonly referred to by historians who have written about these ancient civilizations.

Physical education was a vital part of the education of every Greek boy. Gymnas-

tics and music were considered the two most important subjects – music for the spirit, and gymnastics for the body. “Exercise for the body and music for the soul” was a common pronouncement. Gymnastics, it was believed, contributed to courage, discipline, and physical wellbeing. Furthermore, gymnastics stressed a sense of fair play, development of the individual’s aesthetic values, amateurism, and the utilitarian values inherent in the activity. Professionalism was frowned on. Individuals ran, wrestled, jumped, danced, or threw the javelin not for reward but for what it would do for their bodies. Beauty of physique was stressed, and boys and men participated in the nude, which motivated development of the “body beautiful.”

Because of the topography of the land and for various political reasons, Greece was composed of several city-states, each exercising its own sovereignty and existing as a separate entity. It waged war and conducted all its affairs separately from the other city-states. This situation influenced not only the political aspects of each city-state but also the objectives of physical education and sport within each state. Sparta and Athens exemplify two such city-states.

In Sparta, a city-state in the Peloponnesus district of Greece, the main objective of physical education and sport was to contribute to a strong and powerful army. The individual in Sparta existed for the state. Each person was subservient to the state and was required to help defend it against all enemies. Women, as well as men, were required to be in good physical condition. It was believed that healthy and strong mothers would bear healthy and strong sons. Spartan women may have begun their physical conditioning as early as 7 years of age and continued gymnastics in public until they were married. Newborn infants, it found to be defective or weak, were left on Mount Taygetus to die. Thomas Woody, an educational historian, points out that mothers bathed babies in wine to test their bodies and to temper them for future ordeals. A boy was allowed to stay at home only for the first six years of his life. After this he was required to stay in the public barracks and entered the *agoge*, a system of public, compulsory training, in which he underwent an extremely vigorous and rigid training schedule. If he failed in this ordeal, he was deprived of all future honors. A major part of this training consisted of physical activities such as wrestling, jumping, running, throwing the javelin and discus, marching, horceback riding, and hunting. This Spartan conditioning program developed a strong army that was second to none.

Athens, a city-state in eastern Greece, was the antithesis of Sparta. Here the democratic way of life flourished, and consequently it had a great bearing on the objectives of physical education and sport. Athens did not control and regulate the individual’s life as rigidly as Sparta. In Athens the people enjoyed the freedom that is characteristic of a truly democratic government. Although the military emphasis was not as strong as in Sparta, the emphasis on physical education and sport was just as great or greater. Athenians engaged in physical activity to develop their bodies, for aesthetic value, and to live a fuller and more vigorous life. An ideal of Athenian education was to achieve a proper balance in moral, mental, physical, and aesthetic development. To the Hellenes, each person was a whole and was only as strong as his or her weakest part.

Gymnastics for the youth were practiced in the *palaestra*, a building that provided rooms for various physical activities, for oiling and sanding of bodies, and an open space for activities such as jumping and wrestling.

Some of the more noted palaestras were those of Taures, Timeas, and Siburtios. The *paidotribe*, or proprietor of the palaestra, was similar to a present day physical educator. He taught many activities, understood how certain exercises should be adapted to various physical conditions, knew how to develop strength and endurance, and was an individual who could be trusted with children in the important task of making youthful bodies serve their minds. As a boy approached manhood, he left the palaestra and attended the gymnasium.

Gymnasia became the physical, social, and intellectual centers of Greece. Although the first use was for physical activity, men such as Plato, Aristotle, and Antisthenes were responsible for making gymnasia such as the Academy, Lyceum, and Kynosarges outstanding intellectual centers as well. Youths usually entered the gymnasium at about 14 to 16 years of age. Here special sports and exercises received the main attention under expert instruction. Although activities that had been engaged in at the palaestra were continued, other sports such as riding, driving, racing, and hunting were added. Instruction in the gymnasium was given by a paidotribe and also a *gymnast*. The paidotribe had charge of the general physical training program, whereas the gymnast was a specialist responsible for training youth in gymnastic contests. The chief official at the gymnasium, in overall charge of the entire program, was called a *gymnasiarch*. In keeping with the close association between physical education and sport and religion, each gymnasium recognized a particular deity. For example, the Academy recognized Athena; the Lyceum, Apollo; and the Kynosarges, Hercules.

The national festivals were events that were most important in the lives of the Greeks and were also important in laying the foundation for the modern Olympic Games. These national festivals were in honor of some hero or deity and consisted of feasting, dancing, singing, and events involving physical prowess. Although many of these national festivals were conducted in all parts of Greece, four of them were of special importance and attracted national attention. The first and most famous was the Olympia festival in honour of Zeus, the supreme god, which was held in the western Peloponnesus district. The second was the Pythia festival in honor of Apollo, the god of light and truth, held at Delphi, which was located north of the Corinthian Gulf. The third was the Nemea festival in honor of Zeus held in Argolis near Cleonae. The fourth was the Isthmia festival in honor of Poseidon, the god of sea, held on the isthmus of Corinth. Athletic events were the main attraction and drawing force at each festival. People came from allover Greece to see the games. The stadium at Olympia provided standing space for approximately 40,000 spectators.

During the time of the games were held, a truce was declared by all the city-states in Greece, and it was believed that if this truce were broken, the guilty would be visited by the wrath of the gods. By the middle of the fifth century this truce probably lasted for 3 months.

A rigid set of requirements had to be met before anyone could participate as a contestant in the games. For example, the contestant had to be in training for 10 months; he had to be a free man; he had to have a perfect physique and be of good character; he could not have a criminal record; he had to compete in accordance with the rules. The contestants, as well as their fathers, brothers, and trainers, had to swear to an oath that they would not use illegal tactics to win. Once enrolled for a contest, the athlete had to compete. Physical unfitness was not a good excuse. Events included foot racing, throwing the javelin, throwing the discus, wrestling, broad jumping, weight throwing, boxing, and horse racing.

The victor in these events did not receive any material reward for his victory. Instead a wreath of olive branches was presented. However, he was a hero in everyone’s eyes and had many receptions given in his honor. Furthermore, he had many privileges bestowed on him by his home city-state. To be crowned a victor in an Olympic event was to receive the highest honor that could be bestowed in Greece. The Olympic games were first held in 776 BC, and continued every fourth year thereafter until abolished by the Romans in AD 394. However, they have since been resumed and today are held every 4 years in a different country.

Physical education and sport in ancient Greece will always be viewed with pride by members of this profession. The high ideals that motivated the various gymnastic events are objectives that all persons should try to emulate.

* 1. *Read and translate the text “Physical Education and Sport in Greece”.*
  2. *Answer the questions on the text.*

1. What was the primary purpose of physical activity, physical education, and

sport in ancient Greece? 2. Was it for the purpose of survival, health benefits, religious reasons, nationalist reasons, military preparedness, contribution to education, recreational pursuits, or for some other reason? 3. Did the objectives emphasize education of the physical or education through the physical? 4. What were the significant contributions of the time period to the profession? 5. What events served to promote the growth of physical education and sport in that society? 6. What served as a deterrent to its development? 7. What parallels and similarities may be discerned between the events of that time period and today?

*3.3.* *Find the English equivalents for the following:*

«золоте століття»; прагнути фізичної досконалості; сила, яка об’єднує; грати головну роль; в жодній країні світу фізичне виховання та спорт не користувалися такою повагою, як у Стародавній Греції; наявне; предмет матеріальної культури; гончарні вироби; поєдинок з биком; античні цивілізації ; життєво важлива частина; дух; душа; сприяти; надавати особливого значення ; дивитися несхвально; нагорода; у голому вигляді; міста-поліси; є прикладом; існувати; фізичне загартування; новонароджені; загартовувати; суворе випробування; обов’язкова підготовка; верхова їзда; контраст; суворо регламентувати; користуватися свободою; дійсний; особлива увага; жити повним енергійним життям; досягти потрібної гармонії у; моральний, розумовий, фізичний та естетичний розвиток; заняття на відкритому повітрі; кому можна довірити дітей; важлива задача, як навчити молоді тіла підкорятися; змужніння; відвідувати; основна увага приділяється окремим видам спорту та вправам; під керівництвом фахівця; нести відповідальність; програма із загальної фізичної підготовки; головний керівник; відповідно до тісних зв’язків; у кожного гімназія було своє божество; закладати; на честь; заходи з демонстрації фізичної доблесті; верховне божество; перешийок; основна приманка; рушійна сила; приблизно; на стадіоні могли поміститися; перемир’я; винного покарають боги; до середини; висувалися суворі вимоги; відмінні фізичні дані; кримінальне минуле; змагатися з; дати клятву; заборонені прийоми; зареєструвавшись для участі у змаганні; фізичне нездужання не є виправданням; замість того вручався вінок з оливових гілок; на його честь влаштовувалися прийоми; більше того; йому надавалися великі пільги; отримати лаври переможця в олімпійському виді програми; вважалося великою честю, яка надавалася у Греції; включно до їх відміни; були поновлені; з гордістю розглядати; високі ідеали, які надихають різні спортивні змагання; є метою прагнень всіх людей.

*3.4. Open the brackets and put the verbs into proper tense form.*

1. In respect to physical education and sport the average Roman (believe) that exercise was health and military purposes. 2. He (not, see) the value of play as an enjoyable pastime. 3. During the period of conquest when Rome (be) following its strong imperialistic policy and before the time of professional troops, citizens between the ages of 17 and 60 years (be) liable for military service. 4. Consequently, during this period of Roman history army life (be) important, and physical activity (be) considered essential to be in good physical shape and ready to serve the state at a moment’s notice. 5. Soldiers (follow) a rigid training schedule that (consist) of activities such as marching, jumping, swimming, and throwing the javelin and discus. 6. However, during the last century of the Republic, mercenary troops were used, with the result that objectives of physical training (not, be) considered as important for the average Roman.

IV. *Listening comprehension text.*

###### PHYSICAL EDUCATION AND SPORT IN ROME

While the Hellenes were setting in the Grecian peninsula about 200 BC, another Indo-European people was migrating to Italy and settling in the central and southern parts of this country. One of these wandering tribes, known then as Latins, settled near the Tiber River, a settlement that later became known as Rome. The Romans were to have a decided effect not only on the objectives of physical education and sport in their own state but also on those of the Greek world, which the conquered.

The Romans, through their great leaders and well-disciplined army, extended their influence throughout most of the Mediterranean area and all of Europe. This success on the battlefield brought influence into Roman life that affected Roman ideals. They were not truly interested in the cultural aspects of life, although often some of the finer aspects of Hellenic culture were taken on as a means of show. Particularly during the latter days of the Roman Empire, wealth became the objective of most citizens, and vulgar displays became the essence of wealth. Luxury, corruption, extravagance, and vice became commonplace.

After the conquest of Greece, Greek gymnastics were introduced to the Romans, but they were never well received. The Romans lacked the drive for clean competition. They did not believe in developing the “body beautiful”. They did not like nakedness of performers; they preferred to be spectators rather than participants; they preferred professionalism to amateurism.

Athletic sports were not conducted on the same high level as in ancient Athenian Greece. The Romans wanted something exciting, bloody, ghastly, and sensational. At the chariot races and gladiatorial combats, excitement ran high. Men were pitted against wild animals or against one another and fought until death to satisfy the spectators’ cravings for excitement and brutality. The rewards and incomes of some individuals who engaged in the chariot races were enormous.

* 1. *Listen to the text “Physical Education and Sport in Rome” and answer the questions.*

1. Did the Latins settle near the Tiber River or in the Grecian peninsula? 2. Did the Romans extend their influence throughout the Mediterranean area and Europe? 3. Were they truly interested in cultural aspects of life? 4. How did the average Roman consider physical education and sport? 5. What aspects of Greek concept to physical education and sport did the Romans reject? 6. What kind of shows did the Romans like?

* 1. *Tell about physical activities in ancient Rome.*

V. *Retell the oral topic.*

**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.

UNIT XIV

**SELF-ASSESSMENT TEST # 5**

These tasks are designed to assist you in determining if you have mastered the materials and competencies presented in the above studied information.

1. Conduct an evaluation of Athenian Greek physical education and sport. As a result of this evaluation identify the contributions that can be directly traced to the Athenian Greeks. Be specific in your answers.
2. Discus the influence of the various schools of philosophy on the growth of physical education and sport. Additionally, describe events and philosophies that served as catalysts for the growth of physical education and sport and events and philosophies that served as deterrents to the growth of physical education and sport.
3. Your professor has requested that you supply evidence to show substantial interest in sport, health, and fitness among various segments of the population. Cite evidence of this interest and the implications of such interest for individuals seeking careers in physical education and sport.
4. Project future developments for physical education and sport based on historical events, including events from both early and recent times.

UNIT XV

#### EXERCISE PHYSIOLOGY AND FITNESS

1. *Listen,* r*ead, translate and learn the key words and phrases of the unit:*
2. response, adaptation, level, modification, duration, wealth, guideline, prescription,

procedure, advance, equipment, expansion, elderly, overview, adjustment, dynamics, proliferation, depth, breadth, research, endurance, benefit, warm-up, nutrition, fatigue, deterrent, alleviating;

1. to range, to last = to continue, to enable, to encompass, to investigate, to include, to examine, to describe, to explain, to bring about, to trace, to facilitate, to educate, to derive from, to depend on, to lead to, to enhance, to be sure, to alleviate, to employ;
2. rapid(ly), subcellular, short-term, , sophisticated, coupled, virtual(ly), acute, immediate, respiratory, variable, desirable, essential, cognizant, beneficial, sedentary;
3. whether, while, both … and, than ever before, less than;
4. exercise physiology; specifically; on a regular basis; to guide one’s endeavors; to meet each individual’s needs and goals; new research procedures; measurement technique; elite performer; a key concern; in recent years; individuals with disabilities; exercise session; primary function; is more fitness-minded; to take advantage; in essence; health-related fitness; performance-related fitness; on the other hand; is strongly supported; to follow medical guidelines; sound training principles; sedentary lifestyle; high-fat diet.

II. *Text I.*

#### EXERCISE PHYSIOLOGY AND FITNESS

One of the most rapidly growing fields of specialization in physical education is that of exercise physiology. Exercise physiology is the study of the effects of exercise on the body. 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 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.

The field of exercise 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 long have been 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.

* 1. *Listen to the text “Exercise Physiology and Fitness”.*
  2. *Answer the questions:*

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? 6. What aspects of human performance is the exercise physiologist interested in?

* 1. *Find the English equivalents for the words and phrases:*

складний /витончений; новітня наукова методика; спортсмен високого классу; інвалід/індивід з фізичними вадами; маса (інформації); швидко; зокрема/особливо; знання фізіології; на постійному підґрунті; внутрішньоклітинний; продовжується; реакція організму; у діапазоні; працювати за наймом; тренувальні рекомендації; установка/директива; відповідати вимогам та запитам кожного; складати програми; спрямовувати прагнення; адаптація до фізичної діяльності; вимірювальна техніка; разом з; дійсно/фактично; вміщувати/охоплювати.

* 1. *Complete each sentence with a word from a box.*

|  |
| --- |
| differences; metabolism; Effects; areas; activity; Exercise physiology; Effectiveness; factors; performance; injured athletes; aids; nutrition |

###### SCOPE AND STATUS OF EXERCISE PHYSIOLOGY

… … encompasses a broad range of topics. Examples of some typical … of study are listed below:

* … of various exercise programs on the systems of the body, including circulatory, respiratory, nervous, skeletal, muscle, and endocrine systems.
* Relationship of energy metabolism to performance.
* … of various training programs in promoting gains in specific components of fitness (e.g., effects of Nautilus training on strength).
* Effects of various environmental … such as temperature, humidity, altitude, pollutants, and different environments (e.g., space or undersea) on physiological responses to exercise and performance.
* Effects of individual … such as age, sex, initial level of fitness, or disability on fitness development and performance.
* Identification of factors that limit … .
* Effectiveness of various rehabilitation programs on the recovery of … …, on diseased individuals, and on individuals with disabilities.
* Effects of ergogenic … such as drugs or music on performance.
* Health and therapeutic benefits to be accrued from engaging in appropriate levels of physical …
* Effects of … on performance.
  1. *Put the sentence below into Present Continuous and Perfect Tenses A.V. (Negative and Interrogative also) and translate it into your native language.*

**An increasingly large number of people of all ages engage in physical activity on a regular basis to improve fitness.**

* 1. *Put questions to the words and phrases in italic.*

1. *Motor-performance fitness* emphasizes the development of those qualities that enhance the performance of physical activities such as sport. 2. Whereas health fitness is concerned with living better, motor-performance fitness is concerned with *performing skills better and more efficiently*. 3. Moreover, motor-performance fitness is specific to the sport or activity in *which the individual engages*. 4. *Different* combinations of motor-performance fitness components are needed, depending on the specific motor activity. 5. For example, *the degree of power, agility, and speed needed by a football player* is different from that required by a tennis player, even though both individuals need all of those qualities to perform at an optimal level.

* 1. *Have a dictation.*

Proper development and maintenance of physical fitness requires the application of knowledge from the realm of exercise physiology. Because exercise physiology is concerned with both the body’s immediate and long-term responses to exercise, the design and conduct of fitness programs to meet an individual’s specific fitness needs should be guided by knowledge from this field. Elite athletes preparing for the competition, health adults desiring to work out on a regular basis, adults recovering from heart disease, youth sport athletes rehabilitating from injury, elderly citizens aspiring to live independent lives, and individuals with a disability who are striving to fully meet the challenges of life can all benefit from participation in a well-designed physical fitness program based on the principles of exercise physiology.

* 1. *Study the information from the table below.*

**PHYSICAL FITNESS COMPONENTS DEFINED**

|  |  |  |
| --- | --- | --- |
| *Fitness Component* | | *Definition* |
| Health fitness components | | |
| Body composition | Amount of body fat expressed as a percentage. | |
| Cardiorespiratory endurance | Maximum functional capacity of the cardiorespiratory system to sustain work or physical activity involving large muscle groups over an extended period. | |
| Flexibility | Range of movement possible at a joint or joints. | |
| Muscular endurance | Ability of a muscle or muscle group to repeat muscular contractions against a force or to sustain a contraction over time. | |
| Muscular strength | Maximum amount of force that can be exerted by a muscle or muscle group against a resistance during a single contraction. | |
| Motor-performance fitness components | | |
| Agility | Ability to change direction rapidly with control. | |
| Balance | Ability to maintain equilibrium while stationary or moving. | |
| Coordination | Ability to execute movements smoothly and efficiently. | |
| Power | Ability to produce force at a fast speed; a combination of strength and speed usually applied during a short period. | |
| Reaction time | Time elapsed between the administration of a stimulus and the body’s response to the stimulus. | |
| Speed | Ability to move the body quickly. | |

III. *Text II*

#### EXERCISE PHYSIOLOGY: AN OVERVIEW

Exercise physiology is the study of the body’s response and its adaptation to the stress of exercise. Exercise physiologists are concerned with investigating both the immediate (acute) and the long term (chronic) effects of exercise on all aspects of body functioning. These effects include the responses of the muscular system, the action of the nervous system during physical activity, the adjustments of the respiratory system, and the dynamics of the cardiovascular system. Improving the body’s response to exercise also is an important area of study. The effects of exercise are examined at different levels, ranging from the subcellular level to the systemic level. Describing and explaining the myriad of functional changes brought about by exercise sessions of variable duration and intensity is one of the primary functions of exercise physiologists.

As a subdiscipline, exercise physiology is one of the largest and most popular area of study within the realm of physical education and sport. It has one of the richest traditions; interest in the effects of exercise on the body can be traced to ancient times. Today the depth and breadth of knowledge in exercise physiology is growing rapidly because of the proliferation of research, which is facilitated by increasingly sophisticated technology and by the widespread interest of professionals in this field.

* 1. *Listen to the text “Exercise Physiology: An Overview”.*
  2. *Answer the questions:*

1. What kind of study is Exercise physiology? 2. What are exercise physiologists

concerned with? 3. What do these effects include? 4. At what levels are the effects of exercise examined? 5. How popular is exercise physiology as an area of study? 6. How is this discipline developing now?

* 1. *Match the words:*

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | proliferation |  | сприяти |
| 2 | immediate |  | дихальна система |
| 3 | to range from |  | огляд |
| 4 | primary functions |  | описувати |
| 5 | depth |  | відбуватися/здійснюватися |
| 6 | overview |  | варіюватися |
| 7 | to facilitate |  | швидке збільшення/розповсюдження |
| 8 | adjustment |  | тренувальне заняття |
| 9 | respiratory system |  | терміновий/швидкий |
| 10 | to trace |  | регулювання дихальної системи |
| 11 | exercise session |  | прослідковувати |
| 12 | variable duration |  | покращувати реакцію організму |
| 13 | to bring about |  | глибина |
| 14 | to improve the body’s response |  | різної тривалості |
| 15 | to describe |  | головні обов’язки |

*3.4. Open the brackets and put a verb into proper tense form.*

1. The relationship between physical activity and health (give) physical educators

the opportunity to make a significant contribution to the health of the nation. 2. Physical educators (ca, help) people of all ages and in a diversity of settings (incorporate) physical activity into their lives and (improve) their health. 3. One of our primary missions (should, be) to assist people to lead a physically active lifestyle so that they (may, accrue) desirable health benefits.

*3.5. Put questions to the words and phrases in italic.*

1. Professionals also must make concerted efforts *to reach adults and other segments of the population* that historically have a low level of participation in physical fitness and physical activity. 2. *Special attempts* are needed to reach minority ethnic groups, less educated adults, older adults, individuals with disabilities, and individuals with chronic diseases. 3. Corporate fitness programs, commercial health and fitness clubs, community-sponsored programs, and continuing education programs can play an *important* role in educating all segments of the population about physical fitness, physical activity, and health. 4. *To reach a greater number of people*, programs at worksites and community settings are needed to provide easy and inexpensive access to services that will facilitate the promotion of lifelong physical activity in these population groups.

*3.6. Give a talk on “Exercise Physiology: An Overview”.*

IV. *Listening comprehension.*

###### PRINCIPLES OF FITNESS TRAINING

Knowledge from the field of exercise physiology offers guidelines for physical educators to use 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 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.
* Principle of specificity.
* 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.
* Safety is paramount.
  1. *Listen to the text “Principles of Fitness Training”.*
  2. *Answer the questions.*

1. Do physical educators use knowledge from the field of exercise physiology when planning and conducting programs to improve fitness? 2. What kind of exercise programs should take into consideration physiological and behavioural factors? 3. Name the main physiological principles of fitness training.

* 1. *Retell the text.*

V.  *Retell the oral topic.*

**EXERCISE PHYSIOLOGY AND FITNESS**

Exercise physiology is one of the most rapidly growing areas in physical education today. Exercise physiology is the study of the effects of exercise on the body ranging from the system to the subcellular levels. Knowledge of the body’s responses to exercise is needed by the practitioner to design meaningful exercise programs.

One concern of the exercise physiologists is fitness. The public today is more fitness-minded than ever before. Professionals should take advantage of this interest to improve the fitness levels of all segments of the population. In essence, physical educators should educate the nation about fitness.

Within the profession, interest has increased in health-related fitness as opposed to performance-related fitness. The components of health-related and performance-related fitness are different. And, the extent to which these components are developed depends on individuals’ goals. The health fitness components are cardiovascular function, body composition, muscular strength and endurance, and flexibility. Less than desirable levels of these components can lead to health problems. On the other hand, attainment of desirable levels of these components can enhance one’s health and well-being.

Many benefits are derived from participation in exercise and physical activity. The belief that being active is essential for good health is strongly supported. Participants should follow medical guidelines and be sure that their programs follow sound training principles. Individuals should be cognizant that exercise performance can be affected by warm-up and nutrition and that exercise can be beneficial in alleviating stress and fatigue. Several deterrents to fitness are a sedentary lifestyle, high-fat diets, and use of tobacco, alcohol, and drugs.

UNIT XVI

**SELF-ASSESSMENT TEST # 6**

These tasks are designed to assist you in determining if you have mastered the materials and competencies presented in the above studied information.

1. Define exercise physiology and discuss the importance of exercise physiology to the practitioner. Investigate one of the areas of study in exercise physiology and write a short paper on a selected topic of interest to you.
2. Assess your own fitness level or that of your parents. The, keeping in mind the guidelines for designing an exercise or training program, construct a fitness program to achieve or maintain the desired level of fitness.
3. In a short paper discuss how an individual’s lifestyle and habits may be a deterrent to a state of fitness and health.
4. What rationale would you use to persuade a friend who was tired all the time, feeling overwhelmed by stress, and overweight to start a physical fitness program.
5. Prepare an essay in which you assess the physical fitness statues of the nation’s youth and adults. Conclude your paper with recommendations for improving the physical fitness status of each group.

**UNIT XI**

#### PSYCHOLOGICAL FOUNDTIONS

#### OF PHYSICAL EDUCATION AND SPORT

1. *Read, translate and learn the key words and phrases of the unit:*
2. legacy, decade, acquisition, consequence, manner, stage, reinforcement, readiness,

application, assessment, benefit, personality, anxiety, arousal, guidelines, domain, motivation, response, approach, diversity, requirement = demand, background, accuracy, plateau, feedback,

1. to expand, to describe, to pass through, to base on, to attain, to derive, to match; to facilitate, to strengthen, to provide, to select, to accommodate, to gain, to consider, to evaluate, to assess, to determine, to emphasize, to reinforce, to deal with, to incorporate,
2. tremendous(ly), cognitive, associative, autonomic, powerful, desirable, appropriate, meaningful,
3. over, as well as, once, although,
4. closely aligned; to take on separate identities; individual differences; needs to be aware; information-processing theory; sound motor learning concept; optimal level of performance; promise of greater insight into factors; learning experiences; to take into consideration / to take into account; in deciding; by using positive transfer, desired objectives; intervention strategies

II. *Text I.*

#### PSYCHOLOGICAL FOUNDTIONS

#### OF PHYSICAL EDUCATION AND SPORT

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.

* 1. *Listen to the text “Psychological Foundations of Physical Education and Sport”.*
  2. *Answer the questions on the text.*

1. Have motor learning and sport psychology their legacy in psychology? 2. Are motor learning and sport psychology closely aligned or of separate identities? 3. What is motor learning? 5. What is information-processing theory concerned with? 6. Which are three stages of learning? 7. What is learning influenced by? 8. What is sport psychology concerned with? 9. Where are psychological assessment techniques and intervention strategies used? 10. What should the physical educator be aware of? 11. Does anything influence one’s performance? 12. What does sport psychology offer?
   1. *Find the English equivalents for the following words and phrases:*

спадщина, тісно торкаються; набути індивідуальності; сприяти; теорія інформаційної обробки; закріплення; значно; набуття вмінь рухатися; більш ґрунтовне занурення у суть фактів; досягати; пізнавальний; наслідок; необхідно бути обізнаним; психологічна оцінка; досягати оптимального рівня діяльності; користь від участі; особистість/індивідуальність; правильні концепції навчання рухам; готовність; індивідуальні відмінності; перспектива; хвилювання; розповсюджується; добувати; стратегія втручання/інтервенції; збудження.

*2.4*. *Open the brackets and put the verb into proper tense form.*

###### INTERVENTION STRATEGY

1. In recent years coaches, teachers, and sport psychologists (turn) to a variety of intervention strategies to help athletes achieve their optimal performance. 2. Anxiety and arousal (can, have) harmful effects on athlete’s performance. 3. Athletes’ performance (can) also (suffer) due to lack of motivation, poor level of self-confidence, and, because of the intimate relationship between the mind and the body, negative thoughts and feelings about themselves and their capabilities. 4. With the help of appropriate intervention techniques, athletes (learn) skills and strategies to regulate their physiological and psychological state to achieve optimum performance.

*2.5.* *Insert prepositions where it is necessary.*

1. The field … sport psychology is broadening … other ways as well. 2. Initially research efforts focused … elite male athletes. 3. Sport psychologists toady are working … both male and female athletes participating at many levels to help them perform … their optimal level. 4. Sport psychologists work … professional sport teams, national and Olympic teams, and intercollegiate teams. 5. Young athletes aspiring to compete … elite levels … such sports as figure skating or gymnastics may engage the services … a sport psychologist to help them attain their lofty goals. 6. Knowledge … sport psychology is also helpful to coaches … all levels, including interscholastic coaches and youth sport coaches. 7. This knowledge can help coaches structure the learning environment to provide a positive experience … athletes. 8. Coaches can use psychological techniques such as arousal regulation, imagery, and goal setting to help … their athletes optimize their performance.

*2.6.* *Put questions to the words and phrases in italic.*

1. One of the first topics of concern to sport psychologists *dealt* with personality factors in sports. 2. Today, however, the range of topics is *more extensive*. 3*. Sport psychologists* are now concerned with a multitude of subjects such as violence and aggression, arousal, motivation, social reinforcement, and levels of aspiration. 4. Another area of study is the *effect* of competition on various populations such as youths or elite athletes.

*2.7. Have a dictation.*

Psychology of sport is the application of psychological theories and concepts to aspects of sport such as coaching and teaching. The sport psychologist uses psychological assessment techniques and intervention strategies to help individuals achieve their optimal performance. While sport psychology is concerned with analyzing human behavior in various types of sport settings. It focuses on the mental aspects of performance.

*2.8. Give a talk on* *“Psychological Foundations of Physical Education and Sport”.*

IV. *Listening comprehension.*

#### 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.
    1. *Listen to the text and answer the question:*

**Which of the guidelines above do you consider the most important?**

*4.2. Discuss the text in class.*

*4.3. Give a talk on “Guidelines on Physical Activity Instruction”.*

1. V. *Retell the oral topic.*

**PSYCHOLOGICAL FOUNDATIONS**

**OF PHYSICAL EDUCATION AND SPORT**

Sport psychology as a study is a part of general psychology. It is based on information-processing theory. The physical educator needs to be aware that individuals pass through several stages when learning motor skills. This learning is influenced by several forces, such as readiness, level of development, motivation, reinforcement, individual differences, etc. Sport psychology is concerned with the application of psychological theories and concepts to sport and physical activity. It is used by the sport psychologists to help individuals attain their optimal level of performance. An individual’s personality, anxiety and arousal, and attention can influence his or her performance. And psychology can help solving all these problems.

UNIT XVIII

**SELF-ASSESSMENT TEST # 7**

These tasks are designed to assist you in determining if you have mastered the materials and competencies presented in the above studied information.

1. Give examples in the field of physical education and sport of cognitive, affective, and psychomotor learning.
2. Define motor learning. You are a teacher in a school setting, a community setting with students of all ages, or a corporate fitness program with adults. Indicate in your teaching methods how you would provide for each of the following: readiness, motor development, reinforcement, motivation, and individual differences.
3. Select a skill you are familiar with from your previous physical education experiences. Describe how you would teach this skill to a beginner. In your description include the information-processing model of learning as well as the stages of learning.
4. Justify the claim that participation in sport and physical education activities can have positive psychological benefits.
5. In recent years the field of sport psychology has expanded tremendously. As a practitioner, be it as a teacher, coach, adapted physical educator, athletic trainer, or exercise physiologist, you are concerned with optimizing individuals’ performance. Discuss the roles of anxiety, arousal, and attention in the performance of motor skills and the use of intervention strategies to enhance performance.

**UNIT XIX**

SOCIOLOGICAL FOUNDATIONS OF PHYSICAL EDUCATION AND SPORT

I. *Read, translate and learn the key words and phrases of the unit:*

1. pervasiveness, microcosm, spirit, competitiveness, presence, bureaucracy, medium, distribution, power, behavior, research, milieu, minority, mass media, community, circumstance, condition, opportunity, rebirth, addition, belief, excellence, accomplishment, friendship, competitor, competition, peace, attainment, supremacy, shooting, boycott, statement, opinion, billion, amateurism, eligibility;
2. to pervade, to mirror = to reflect, to pint out, to dominate, to permeate, to believe, to receive, to face, to compete, to conduct, to ascribe, to establish, to foster, to bring together, to prevent, to further, to highlight, to capture, to stage, to cost, to found, to define, to pertain to, to present, to be allowed, to attain, to accomplish;
3. inequitable, particular(ly), total, considerably, further, fully, annually, prestigious, competitive, lofty, commercialized, significant, certain, conductive, noble;
4. in other words; in common; to have a large concern about; to be highly regarded; to extend their limits; in a quest of; to be highly valued; under the direction;
5. as such, among, throughout, within, however, likely.
6. II. *Text I.*

#### SOCIOLOGY OF PHYSICAL EDUCATION AND SPORT

Sport pervades society to such an extent that it has been described by many experts as a microcosm of society. In other words, sport mirrors the values, structure, and dynamics of our society. As such, sport reflects the characteristics of society. Eitzen and Sage point out that among the characteristics that sport and our society have in common are a spirit of competitiveness, a large concern about materialistic things, the presence of bureaucracy that dominates individuals, and an inequitable distribution of power. The pervasiveness of sport and its institutional nature have led to the study of sport from sociological perspective.

As a medium that permeates nearly every important aspect of life, sport has led some physical educators and sociologists to believe that it should receive intensive study, particularly as it affects the behavior of human beings and institutions as they form the total and cultural context of society. Sport sociology focuses on examining the relationship between sport and society.

As an area of study, the sociology of sport has grown considerably over the past 30 years. As a field of study, sociology of sport will likely continue to grow, expanding both in depth and breadth. However, many challenges face the field. There is a need for further research leading to the development of theories about sport and its relationship to society and social life.

Sport sociologists use sociological research strategies to study the behavior of individuals and groups within the sport milieu. They are concerned with understanding the influence of social relationships, past social experiences, and the social setting of sport activities on the behavior of individuals and groups within sport. Some questions sport sociologists might address are:

* Does participation in sport build character?

Does it prepare individuals for life

* Does sport help minorities, including women, become more fully integrated into society? How does participation in sport affect the social and economic status of minorities?
* How does the mass media affect sport?
* What are the effects of youth sport programs on the lives of participants? the participants’ families?
* How are politics and sport related? religion and sport? the economic status of the community or the country and sport?
* How does interscholastic and intercollegiate sport influence the academic achievement of its participants?
* How do coaches influence the lives of their athletes?
* What will be the nature of the sport experience in the twenty-first century?

To address these and other questions, sport sociologists may examine historical circumstances, social conditions, economic factors, political climate, and relationships among the people involved.

*2.1. Listen to the text “Sociological Foundations of Physical Education and Sport”. Answer the questions you have met in the text.*

*2.2.* *Find the English equivalents for the words and phrases*:

умова; засоби масової інформації; меншинства; довкілля; змагатися; дух суперництва; як такий; бути повністю інтегрованим; стратегія соціологічних досліджень; стикатися з проблемами; призвести до розуміння; охоплювати/розповсюджуватися; прискіпливий/несправедливий; у загальному та культурному контексті суспільства; наповнювати собою/пронизувати; поєднано; бюрократизм; обставини; вірогідно; розподіл влади; розповсюдження; вказувати; агент/посередник/провідник; його слід інтенсивно вивчати; поведінка людей.

*2.3. Match the terms in the box with their description.*

|  |
| --- |
| Collective conscience; Socialization; Emotional release; Success; Affirmation of identity; Change agent; Social control |

###### WHAT SPORT DOES FOR PEOPLE

1. Sport is a way to express emotions and relieve tensions; it acts as a safety valve and a catharsis to relieve aggressive tendencies.
2. Sport offers opportunities to be recognized and to express one’s individual qualities.
3. Sport provides a means of control over people in a society where deviance is prevalent.
4. Sport serves as a means of socializing those individuals who identify with it.
5. Sport results in social change, new behavior patterns, and is a factor that changes the course of history. For example, it allows for interaction of all kinds of people and for upward mobility based on ability.
6. Sport creates a communal spirit that brings people together in a cohesive manner in search of common goals.
7. Sport provides a feeling of success both for the participant and the spectator when a player or a team with whom one identifies achieves. To win in sport also is to win in life.
   1. *Put the verbs in brackets into right tense form.*

###### SPORT ACTIVITIES

1. Sport, as it (be) defined), (require) that participants (use) relatively complex physical skills and physical prowess or vigorous physical exertion. 2. Because these terms (can, be) conceptualized as part of a continuum, at times it (be) difficult to make the distinction between physical and nonphysical skills, between complex and simple motor requirements, and between vigorous and nonvigorous activities. 3. Because these terms (not, be) quantified, determining what (be) complex physical activity and what (not, be) can be a difficult task. 4. Furthermore, not all physical activities involving complex physical skills or vigorous physical exertion (be) classified as sport. 5. The circumstances and conditions under which these physical activities (take) place must be considered when classifying a physical activity as a sport.

*2.5. Give a talk on “Sociological Foundations of Physical Education and Sport”. Answer the questions you have met in the text.*

*2.6. Listening comprehension.*

### DEFINITION OF SPORT

In order to study sport in a systematic manner, it is necessary to develop a specific

definition of sport. Such definition may, by its first nature, be limiting and restrictive. Yet it is necessary to provide a focus and a shared perspective by which to understand the relationship of sport to society.

Coacley suggests that sport can be defined as follows:

*Sport is an institutionalized competitive activity that involves vigorous physical*

*exertion or the use of relatively complex physical skills by individuals whose participation is motivated by a combination of intrinsic and extrinsic factors.*

This definition refers to what is popularly known as organized sport activities. On the basis of this definition, three often asked questions can be addressed:

1. what kinds of activities can be classifies as sport?
2. under what circumstances can participation in activities be considered sport?
3. what characterizes the involvement of participants in sport?

*2.6.1. Listen to the text “Definition of Sport”*

*2.6.2. Answer the questions that are included in it.*

*2.6.3. Give a talk on “Definition of Sport”.*

*2.7. Have a dictation.*

It is interesting to note that the Greeks provided civilization with two disciplines. The first described how sport could be most helpful in the training of a strong and graceful performance and body. The second provided civilization with the basics of philosophical thinking. As the historian Isocrates said:

*“Certain of our ancestors, long before our time, invented and bequeathed to us two disciplines: physical training for the body, of which gymnastics is a part, and for the mind, philosophy. These twin arts are parallel and complementary, by which their masters prepare the mind to become more intelligent and the body to become more serviceable, nor separating sharply the two kinds of education, but using similar methods of instruction, exercise, and discipline”.*

III. *Text II.*

INTERNATIONAL SPORT:

THE OLYMPICS

Opportunities for elite nonprofessional athletes to compete in international events are numerous. International championships are contested annually in many sports and special competitions such as the Asian Games or the Pan-American Games that are held every 4 years. College and University students have the opportunity to compete in the World University Games that are conducted every 2 years. The opportunity to compete in these special international competitions is highly regarded, but the most prestigious of the international competitive events is the Olympic Games.

Since the rebirth of the Games in 1896 and the addition of the Winter Games in 1924, competitions for athletes from around the world have been held every four years under the direction of the International Olympic Committee (IOC). Many people still ascribe to the beliefs that the Olympics offer athletes an opportunity to extend their limits in a quest to achieve excellence by the accomplishment of personal athletic goals, to establish friendships with other competitors around the world, and to foster international understanding and peace by bringing together the nations of the world.

While these Olympic ideals are highly valued by many people throughout the world, there are many problems that prevent the attainment of these lofty goals. The Olympics have been used by many countries to further political goals. Examples of this include the use of the 1936 Olympic Games by Hitler and the Nazis to highlight Aryan supremacy, the terrorist shootings at the 1972 Munich Games to capture world attention, and the boycotts of the 1976, 1980, and 1984 Olympic Games to make political statements and to influence world opinion.

The Olympic Games have become increasingly commercialized. In 1968, the Mexico Olympic Games cost $ 250 million to stage, while the 1980 Moscow Games cost $ 2.25 billion.

The Olympic Games were founded for amateur athletes, those individuals who compete for the love of sport. Defining amateurism and dealing with questions pertaining to participant eligibility have presented a significant problem for the IOC. As we move into the XXI century, the Olympics are becoming more an open competition. Nonprofessional athletes are allowed, under certain conditions, to receive money, and professional athletes are allowed to compete.

The Olympics offer participants from around the world the opportunity to attain athletic excellence and to develop international understanding. These goals can be accomplished when the Olympics are structured to be conductive to the achievement of these noble goals.

*3.1.* *Read and translate the text “The Olympics”.*

*3.2. Make up 15 questions of all types to the text.*

* 1. *Translate the following into English.*

Спортивні змагання в олімпійському спорті є тим центральним елементом, який визначає всю систему організації, методики та підготовки спортсменів для результативної змагальної діяльності. Без змагань неможливе існування власне спорту. Тому олімпійський спорт значною мірою може розглядатися як галузь знань та діяльності, яка спрямована на забезпечення функціонування та розвитку змагань. Спортивні змагання є своєрідною моделлю людських стосунків, що реально існують у світі: боротьби, перемог та поразок, спрямованості до постійного вдосконалення та прагнення найвищих результатів, досягнення творчих, престижних та матеріальних благ.

*3.4.* *Put questions to the words and phrases in italic.*

1. The summer and winter Olympic Games are very *important* sport festivals in the world today. 2*. They* attract millions of spectators via television, and millions of dollars from company sponsors. 3. *Winning a medal in an Olympic sport* is a peak experience for athletes in all of the countries of the world. 4. The Olympic Games became such important sport events in our modern world *because they are based on a set of ideals and principles which must be followed by people organizing and participating in Olympic Games.* 5. This set of ideals, called Olympism, is promoted not only by *athletes and officials, but also by many educators, business people and organizations who believe in its principles.* 6. These principles are outlined *in the Olympic Charter* which is the constitution of the International Olympic Committee.

*3.5.* *Give a talk on the theme.*

*3.6.* *Discuss the theme “The Olympics” with your group mates in class.*

IV. *Retell the oral topic.*

**SOCIOLOGICAL FOUNDATIONS OF PHYSICAL**

**EDUCATION AND SPORT**

Sport has become an important part of people’s culture. Sport pervades society to such an extent that it has been described as microcosm of society. Its pervasiveness has led to the study of sport from a sociological perspective.

Sociology of sport focuses on the study of sport as an institution, the effects of sport on its participants, and the relationship of sport to other societal institutions. Sport may be described or studied from many levels of analysis: sport as a game occurrence, sport as an institutionalized game, sport as an institution, and sport as a social situation.

The growth of sport in schools and colleges has been comparatively recent. Since athletic play such an important role in educational institutions, it is interesting to examine their influence. Athletics can have positive or harmful effects on its participants.

Several pressing problems exist in sport today. The opportunities for girls, women, and individuals with disabilities in sport; the minority athlete; amateurism and the Olympics; and youth sport are some of the concerns of professionals.

It is important that every physical educator have a philosophy of sport. This will help give direction to the sport program and ensure that the desired goals are achieved.

UNIT XX

**SELF-ASSESSMENT TEST # 8**

These tasks are designed to assist you in determining if you have mastered the materials and competencies presented in the above studied information.

1. Discuss how sport is a socializing force in world culture.
2. Define the nature and the scope of sport.
3. Trace the growth of sport in educational institutions in Ukraine. Then discuss this statement: “Sport in educational institutions was initiated at the college level and then expanded downward into the high school, junior high school and elementary school levels”.
4. Discuss the sociological implications of educational sport. What a the benefits and possible disadvantages of participating in educational sport?
5. Discuss each of the following statements:
6. Expansion in girls’ and women’ sport has created many problems.
7. State legislation has resulted in the growth of sporting opportunities for individuals with disabilities, but this growth has created many problems.
8. Elementary school children should not engage in highly competitive sport.
9. The Olympic Games should be abolished.
10. Violence is becoming a part of competition in sport.
11. Formulate a philosophy of sport that will clarify the worth of athletics and give direction for conducting it so that it will make the greatest contribution to humankind.

UNIT XXI

BIOMECHANICAL FOUNDATIONS

**OF PHYSICAL EDUCATION AND SPORT**

I. *Read, translate and learn the key words and phrases of the unit:*

1. vocabulary, physics, mechanics, emphasis, application, area = realm, power, acceleration, velocity, mass, pressure, friction, torque, gravity, leverage, force, access, instrumentation, application, observation, motion, bone, tissue, muscle, term, derivation; joint, videotape equipment, concept;
2. to regulate, to describe, to apply, to pertain, to recognize, to expand, to improve, to carry out, to be derived from, to rename, to occur, to vote; to focus, to refer = to concern, to act, to cause, to affect = to influence, to encompass, to accomplish;
3. essential, tremendous(ly), additionally, major, angular, selected, available, direct, specifically, fully, prestigious, entire, numerous;
4. both … and, in order to, how, within, such as;
5. to accomplish this task; is commonly recognized, needless to say; as opposed to theoretical research; from the perspective; in a broad sense; it should be noted; as a broad umbrella term; sport implements; integrally related, to be knowledgeable; to attain one’s fullest potential; Department of Kinesiology.

II. *Text I.*

#### BIOMECHANICAL FOUNDATIONS

#### OF PHYSICAL EDUCATION AND SPORT

Understanding the factors that govern human movement is essential for physical educators. Physical educators are concerned with helping individuals optimize their movements. To accomplish this task they need to thoroughly understand the mechanical principles that regulate movement. The analysis of human movement and sport object movement using the principles of physics and mechanics is called biomechanics. In recent years the study of biomechanics has grown tremendously and is commonly recognized as a subdiscipline of physical education. Additionally, a greater emphasis has been placed on practical applications as opposed to theoretical research.

Biomechanics is concerned with two major areas of study. The first area focuses on the anatomical aspects of movements while the second area concerns itself with the mechanical aspects of movement. Needless to say, these are closely related. Biomechanics have a specialized scientific vocabulary to describe their area of study. The terms *power, acceleration, velocity, mass, pressure, friction, work, energy, angular velocity* and *acceleration, torque, and gravity* are applied in this field. There are used selected biomechanical principles and concepts pertaining to stability, motion, leverage, and force there.

Within the last 15 years improvements in instrumentation and its application have been numerous, which has greatly expanded the knowledge base. While the practitioner may not have access to much of the specialized equipment used by biomechanist researcher, the practitioner can use available equipment such as videotape equipment or direct observation to analyze performance. Understanding of the principles of biomechanics is essential in improving individuals’ performance.

*2.1 Listen to the text “Biomechanical foundations of physical education and sport”.*

*2.2. Answer the question on the text.*

1. What is essential for physical educators? 2. Why do they need to thoroughly understand the mechanical principles that regulate movement? 3. What is called biomechanics? 4. Where has a greater emphasis been placed on? 5. What areas of study is biomechanics concerned with? 6. What are the most typical biomechanical terms? 7. What role does instrumentation play in its application? 8. What can a practitioner use to analyze performance? 9. Is understanding of the principles of biomechanics essential in improving individual’s performance?

*2.3. Find the English equivalents for the following words and phrases:*

кутова швидкість; виконувати задачу; суттєвий/важливий; прискорення; загальновизнаний; нема необхідності говорити; обертовий момент; належати; тертя; доступне обладнання; важіль; велика увага приділяється практичному застосуванню; сила тяжіння; відеозаписувальна аппаратура; мати доступ; теоретичне дослідження; численний; пряме спостереження; розповсюджується; словник/термінологія; на противагу; повне розуміння; тиск; аналізувати виступ; тісно взаємопов’язані.

* 1. *Open the brackets and put the verbs into proper tense form.*

1. Various instruments and techniques (be used) by biomechanists to study and analyze motion. 2. During the past 15 years improvements in instrumentation coupled with advances in computers and microchip technology greatly (assist) biomechanists in their endeavors. 3. The development of better and more creative methods of using these instruments greatly (enhance) the understanding of human movement and the ability to improve performance. 4. These tools (include) computers, anthropometry, timing devices, cinematography, videography, electrogoniometry, electromyography, dynamography, and telemetry. 5. These tools, as well as visual observation, (can, be used) to perform quantitative and qualitative analysis of human movement.

* 1. *Put the sentence below into Past and Future Indefinite. Create negative and interrogative forms.*

**Computer representations of movements aid in biomechanical analysis.**

* 1. *Ask questions to the words and phrase in italics.*

1. Movement is best *acquired when the principles of mechanics, taken from physics, are used*. 2. Muscle play one of *three* roles in movement. 3. They *move* the limbs, *relax* muscles so that other muscles can move the limbs, and *stabilize* the joints. 4. One muscle may perform each of the three roles *at different times*. 5. Muscles are activated by *the neurons and sensory receptors of the nervous system*. 6. *Sensory* receptors include interoceptors, exteroceptors, and proprioceptors. 7. Kinethesis is the *ability* to sense the position of the body in space. 8. Balance is the process *of maintaining all body parts in control*, one segment above the next.

*2.7.* *Give a talk on* *“Biomechanical foundations of physical education and sport”.*

*III. Have a dictation.*

**JOINTS**

A joint is the location in the body at which various bones come in contact with one another. This contact, according to the design of the human body, determines the quality of the movement. For example, the overarm throw involves movements in a number of joints, with the shoulder joint being of greatest importance. The ball and socket movement of the bones of the upper arm are free to rotate in the box-like area structured by the bones of the shoulder and back. The box-like area is created by the muscles that serve as stabilizers. The action of the throw is caused by the agonist or moving muscles.

Rotation or action around a joint is determined by the muscles and the location of the bones. The location and strength of the attachments of the muscles to the bones play an important role in range of movement and strength.

IV. *Text II.*

#### BIOMECHANICS AND KINESIOLOGY

The study of human movement is the focus of both kinesiology and biomechanics. *Kinesiology* is the scientific study of human motion. The term kinesiology is derived from the Greek *kinesi*, meaning motion. The field of kinesiology is concerned with the anatomical and physiological elements that carry out movements – specifically bones, tissues, muscles, and nerves. To fully understand human motion, knowledge of how body movement occurs or kinesiology is needed.

It should be noted that the term kinesiology is often used in a broad sense to mean the study of human movement from the perspective of both an art and science. In 1989 the prestigious Academy of Physical Education voted to use the term kinesiology as a broad umbrella term to encompass the entire discipline of what has traditionally been called *physical education.* Many colleges and universities in the USA have renamed their physical education department the Department of Kinesiology.

*Biomechanics*, as a subdiscipline of physical education, focuses on the application of the scientific principles of mechanical physics to understand movements and actions of human bodies and sport implements (e.g., a tennis racquet). The term *biomechanics* can be better understood by examining the derivation of the words. *Bio* is from Greek and refers to life or living things and *mechanics* refers to the field of Newtonian physics and the forces that act on bodies in motion. Biomechanists study how various forces affect human motion and how movements can be improved.

Kinesiology and biomechanics are integrally related. An understanding of how the body moves, including the function and actions of the joints, muscles, and bony structure, is essential to the understanding of biomechanics. In order to effectively study the influences of forces on motion – biomechanics – one must be knowledgeable about the actions of the joints and the muscles that causes these forces; this is the realm of kinesiology. Both kinesiology and biomechanics are fundamental to understanding human movement and to helping individuals attain their fullest potential.

* 1. *Listen to the text “Biomechanics and Kinesiology” and answer the questions.*

1. What is origination of a word “*kinesiology*”? 2. What is kinesiology concern with? 3. What is kinesiology needed for? 4. How does a term “kinesiology” used? 5. What does biomechanics focus on? 6. From what words is a word biomechanics derived ? 7. What do biomechanists study? 8. Are biomechanics and kinesiology related? 9. How do they help individuals ?

* 1. *Read and translate in writing the text. “Biomechanics and Kinesiology”.*
  2. *Make the sentences below interrogative.*

1. A body in motion remains in motion; a body at rest remains at rest. 2. For every action, there is an equal and opposite reaction. 3. When a body is acted upon, its resulting acceleration is proportional to the force applied and inversely proportional to the mass. 4. Loss of stability is important in movements like diving. 5. Motion is the process of movement. 6. Fat people will find it easier to float in water than thin people. 6. Leverage is using the muscles and bones as machines. 7. Most human movement is of a third class lever.
2. *Listening comprehension.*

**FORCE**

Force is the effect that one body has on another. It is invisible, but it is always present when motion occurs. It should be pointed out, however, that there can be force without motion. An example of a force in which no motion is evident is the push against a wall by a person. The wall does not move, although great force might be exerted. Another example occurs when two arm wrestlers are pushing against each other with equal force and their arms remain relatively motionless.

Practitioners should be aware of the principles relating to the production, application, and absorption of force when they teach movement activities.

* 1. *Listen to the text “Force” and answer the questions:*

1. What is force? 2. Is it visible? 3. Can force be without motion? 4. Give an example of force.

*5.2. Retell the text “Force”.*

VI. *Retell the oral topic.*

**BIOMECHANICAL FOUNDATIONS OF PHYSICAL**

**EDUCATION AND SPORT**

Understanding the factors that govern human movement is essential for physical education. The analysis of human movement and sport object movement using the principles of physics and mechanics is called biomechanics. It is especially important because of its practical applications as opposed to the theoretical research.

Biomechanics operates such terms as power, acceleration, velocity, mass, pressure, friction, work, energy, angular velocity and acceleration, torque, and gravity. The practitioner can always use available equipment such as videotape equipment or direct observations to analyze performance.

The study of human movement is the focus of both kinesiology and biomechanics. They are integrally related. In order to study effectively the influences of forces on motion – biomechanics – one must be knowledgeable about the actions of the joints and the muscles that causes these forces; this is the realm of kinesiology.

Both kinesiology and biomechanics are fundamental to understanding human movement and to help individuals attain their fullest potential.

UNIT XXII

**SELF-ASSESSMENT TEST # 9**

These tasks are designed to assist you in determining if you have mastered the materials and competencies presented in the above studied information.

1. Compare the study of biomechanics to the study of kinesiology. Discuss the relationship between these two subdisciplines.
2. Write an essay of 250 words on the worth of biomechanical knowledge to the practitioner in a career that you are considering for the future, that is, teacher, coach, athletic trainer, exercise physiologist, or sports broadcaster.
3. Explain and illustrate the meaning of each of the following terms: power, acceleration, velocity, mass, pressure, friction, work, energy, torque, and center of gravity.
4. Using a sport with which you are familiar, illustrate principles and concepts relating to stability, motion, leverage, and force.
5. Describe some of the analytical techniques used by biomechanists in their research. Describe how a physical educator without access to sophisticated equipment can use biomechanical analysis in his or her work.

**UNIT XXIII**

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

1. *Read, translate and learn the key words and phrases of the unit:*
2. consideration, apparel, running shoe, opportunity, pathway, decision, source, preference, self-assessment, requirement = demand, preschooler, citizen, population, employment, perseverance, challenge, need, experience, capacity, credential, desire, skills, emphasis, option, media;
3. to employ, to pursue, to design, to test, to require, to involve, to gather, to evaluate, to discern, to explore, to consider, to encourage, to possess, to honor, to inspire, to ensure, to produce, to reflect, to exhibit, to attain, to develop, to recognize, to present;

c) community, available, careful, appropriate, senior, successful, alternative, cardiac;

d) in addition; related experience; open minded; the work to be performed; in choosing a career; to make an informed decision; the art of living well; to have responsibility;

e) although, moreover, such as, as well, through.

1. *Text I.*

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

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 the 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 in 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.

* 1. *Listen to the text “Careers and professional considerations in physical education and sport”.*

*2.2.* *Answer the questions to the text.*

1. What are traditional careers in physical education and sport? 2. What else 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?

*2.3.* *Find the English equivalents for the words and phrases:*

вимагати; самооцінка; будувати/робити кар’єру; також; найматися на роботу; стежка/дорога; перспективний; вимоги; прийняти інформоване рішення; враховувати; доступний; суспільний/муніціпальний центр; спортивна форма; оцінювати; кар’єрні можливості; включати академічну підготовку; гнучкий; перевага; під час вибору кар’єри; відповідне джерело; збирати; характер роботи; яка виконується; вивчити можливості кар’єри; вміння розпізнати; неупереджений; розгляд/обговорення.

*2.4.* *Open the brackets and put a verb into right tense form.*

1. Within the past decade opportunities for physical educators desiring to pursue a career as a fitness or exercise specialist *(increase)* tremendously. 2. Career opportunities (*exist*) in preventive and rehabilitative exercise programs. 3. Preventive exercise programs (be conducted) by corporations, community agencies, and commercial fitness clubs.4. Rehabilitative exercise programs typically *(be conducted)* in a hospital setting, but may be affiliated with corporate fitness programs and community agency programs.

* 1. *Study the following table and compare the job opportunities in the field of physical education in the US and in your country.*

**“PHYSICAL EDUCATION AND SPORT CAREER OPPORTUNITIES”**

|  |  |
| --- | --- |
| ***Teaching opportunities*** | |
| **School Setting** | **Nonschool setting** |
| Elementary School  Junior High School  High School  Junior/Community College  College and University  Basic Instruction Programs  Professional Preparation Programs  Adapted Physical Education  Overseas School Programs  Military School Programs | Community Recreation  Sport Programs  Corporate Recreation Programs  Commercial Sport Clubs  Youth-Serving Agencies  Preschools  Health Clubs  Military Personnel Programs  Resort Sport Programs  Geriatric Programs  Correctional Institution Programs |
| ***Coaching Opportunities*** | |
| Interscholastic Programs  Intercollegiate Programs  Commercial Sport camps | Commercial Sport Clubs  Community Sport Programs  Military Sport Programs |
| ***Fitness and Health-Related Opportunities*** | |
| Cardiac Rehabilitation  Sports Medicine  Movement Therapy  Health Clubs  Community Fitness Programs  Worksite Health Promotion | Space Fitness Programs  Corporate Fitness Programs  Sports Nutrition  Athletic Training  Weight Control Spas  Military Personnel Programs |
| ***Sport Management Opportunities*** | |
| Athletic Administration  Sport Facility Management  Commercial Sport Club Management  Community Recreation/ Sport Management  Intramurals/Campus  Recreation | Sport Organization Administration  Health Club Management  Sports Information  Sport Retailing  Corporate Recreation  Resort Sport Management |
| ***Sport Media Opportunities*** | |
| Sport Journalism  Sport Photography  Sport Writing | Sport Broadcasting  Sport Art |
| ***Sport-Related Opportunities*** | |
| Sport Law  Professional Athlete  Entrepreneur  Research | Sport Officiating  Dancer  Sport Statistician  Consulting |

*2.6. Put questions to the words and phrases in italic.*

1. Opportunities for physical educator to pursue health-related careers have also grown *rapidly*. 2. Professionals possessing qualifications in athletic training may find employment working with athletic *programs at the professional, collegiate, and increasingly at the secondary* level. 3. *Employment opportunities* also are available in sports medicine clinics, physical therapy clinics, and hospitals. 4. Physical educators have also been successful in securing employment *in health and weight control spas and clubs*.

*2.7. Define and name the tense form of the verb in each sentence.*

1. The recognition that participation in movement and physical activities has therapeutic and psychological benefits as well as physical benefits has stimulated the growth of therapy-related careers. 2. These include careers as dance therapists, movement therapists, and recreational therapists. 3. Physical educators seeking employment in fitness-and health-related careers can increase their marketability by taking additional course work in health, business, and psychology. 4. Gaining as much practical experience as possible will also be an asset in securing employment. 5. It appears that opportunities for qualified physical educators in fitness- and health-related careers will continue to increase in the future.

III. *Text II.*

#### TEACHING AND COACHING

#### IN PHYSICAL EDUCATION AND SPORT

Teaching and coaching opportunities for physical educators have expanded from school to the nonschool setting and from school-aged populations (i.e., 5 to18 years) to people of all ages, ranging from preschoolers to senior citizens. Although traditional opportunities in the public school are available, professionals are seeking other avenues of teaching and coaching careers. The national interest in fitness and sport has contributed to the opening of these alternative areas of employment. Moreover, the continued emphasis on fitness, physical activities, and sport opportunities for all age groups presents an encouraging employment picture to potential physical education teachers and coaches. Professionals interested in pursuing a career in these areas will find that attaining a position is possible for those physical educators who possess the appropriate credentials and exhibit perseverance.

The challenge to those who wish to enter the teaching or coaching professions is reflected in the words of Aristotle. He said that those who educate children well are to be honored more than those who produce them, for those who produce children give them only a life, but those who educate them give them the art of living well. A physical education teacher or coach has the responsibility to inspire students or athletes with the desire to learn, to have them recognize the need to develop physical skills and be physically active, to see that each one develops to his or her capacity, and to ensure that each one has a successful experience.

*3.1.* *Listen to the text “Teaching and Coaching in Physical Education and Sport”.*

*3.2.* *Read and translate in writing the text.*

*3.3.* *Find the English equivalents in the text for the following:*

нести відповідальність; забезпечувати; хоча; дошкільнята; альтернативні галузі працевлаштування; більш за те; простягатися; обнадійлива картина зайнятості; виявляти наполегливість; бажання навчатися; мистецтво життя; поважати; проблема/задача; надихати; визнавати необхідність; навички/уміння; підвищувати свій потенціал; успішний досвід.

* 1. *Ask 15 questions of all types on the text.*
  2. *Put the sentence below into Present, Past and Future Perfect. Give its negative and interrogative forms too.*

**Physical educators find teaching and coaching opportunities in nonschool settings**.

* 1. *Give a talk on “Teaching and Coaching in Physical Education and Sport”.*
  2. *Get acquainted with this useful information and discuss it in class. Study a sample resume of a physical educator. Try to create a similar one of your own.*

**ATTAING A PROFESSIONAL POSTION**

Whether you are seeking full-time employment following graduation, part-time or summer employment, an internship, a graduate assistantship, or a position as a volunteer, obtaining the desired position requires a well-planned, concerted effort. Highly desirable positions may attract numerous applicants, and competition may be strong. Therefore it is important to market yourself effectively and prepare thoroughly for this effort.

Early in your education career you should begin the process of developing a resume. A resume is a summary of your qualifications and experiences. To facilitate the writing of your resume, keep a record of all your activities on an ongoing basis throughout your career. People who fail to do so often inadvertently exclude important activities or honors from their resume because they have been forgotten. Some examples of activities that are important to include are honors, athletic participation, employment, professional memberships, and volunteer activities.

**SAMPLE RESUME**

|  |  |  |  |
| --- | --- | --- | --- |
| **ROBIN LEE WEST** | | | |
| School Address  221 Eastview Road, Apt. 1  Ithaca, NY 14856  Phone: 607-111-5555 | |  | Permanent Address  312 Cherry lane  Floral Estates, NY 11003  Phone: 516-222-5555 |
| CAREER OBJECTIVE | To teach physical education in an elementary school, work with children with disabilities to improve their motor performance, and coach soccer and track | | |
| EDUCATION | Ithaca College, Ithaca, NY, May 1994  Bachelor of Science in Physical Education  Provisional certification K-12  Minor in Health  Concentration in Adapted Physical Education | | |
| PROFESSIONAL EXPERIENCE | Student teacher, Pine Elementary School (1/2-3/7 1994)  Student teacher, Cayuga High School (3/10-5/14 1994)  Fieldwork in adapted physical education, United Children’s Center (1/4-5/2 1993)  Youth Bureau volunteer soccer coach (Fall 1992-1994)  Counselor for children with special needs, Floral Estates Youth Summer Camp (Summers 1990-1994) | | |
| HONORS AND AWARDS | Dean’s List (Fall 1991, 1993, 1993, 1994; Spring 1991, 1993)  Who’s Who in American Colleges and Universities  Ithaca College HPER Professional Achievement Award | | |
| COLLEGE ACTIVITIES | Physical Education Majors’ Club (1990-1994; Vice-President 1993)  Intercollegiate Soccer Team (1990-1993; Captain 1993)  Intercollegiate Track and Field Team (1991-1993)  Peer counselor, Health Center (1992-1994)  President’s Host Committee for Admissions (1992-1994) | | |
| CERTIFICATIONS | American Red Cross Community First Aid Instructor  American Red Cross Water Safety Instructor  American Red Cross Adapted Aquatics Instructor  Rated official in volleyball and basketball | | |
| PROFESSIONAL AFFILIATIONS | American Alliance for Health, Physical Education, Recreation, and Dance  New York State Association for Health, Physical Education, Recreation, and Dance  Finger Lakes Board of Officials | | |
| REFERENCES | Available from Placement Office, School of health Sciences and Human Performance, Ithaca College | | |

IV. *Listening comprehension.*

*4.1.* *Text I.*

**DIRECTOR OF INDUSTRIAL RECREATION**

More and more companies are providing recreational and sport opportunities for their employees. As the number of programs has increased, so has the need for qualified professionals to direct these activities. 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. As industrial recreation programs continue to grow, so will opportunities for qualified professionals.

*4.1.1. Listen to the text “Director of Industrial Recreation”.*

*4.1.2. Answer the questions.*

1. Are there any job opportunities for physical education expert at the companies? 2. What is the name of the position of physical education specialist at the companies? 3. What are his/her responsibilities there?

*4.1.3. Retell the text.*

* 1. *Text II.*

**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 for 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.

*4.2.1.* *Listen to the text “Director of Industrial Recreation*”.

*4.2.2. Answer the questions:*

1. Can a career in sport law be prepared for directly through one’s undergraduate

academic experience? 2. What does the practice in sport law require? 3. What does the admission require? 4. What are the career opportunities for individuals with expertise in sport law?

*4.2.3.* *Retell the text “Director of Industrial Recreation*”*.*

*4.3. Text III.*

**JOB OPTIONS IN PHYSICAL EDUCATION AREA**

Sport has developed into a big business. Consequently, individuals trained in sport

management are needed. Qualified professionals interested in sport management may pursue careers as athletic directors, directors of intramurals and campus recreation, directors of industrial recreation, and sport facilities managers. Individuals interested in retailing may choose a career in sport business management and sport sales. Managerial opportunities may also be found working for professional organizations.

The intensity of interest in sport in our society couples with the growth of the communication media has resulted in the expansion of career opportunities in the field of sport media. Individuals interested in this area can pursue careers in sport broadcasting, sportswriting, sports journalism, sport photography, and sports information.

Talented individuals may elect to pursue careers as performers. Other sport-related careers that may be attractive to qualified individuals are sport officiating and sport law.

Physical educators can use many strategies to enhance their professional marketability. Taking course work in supporting areas and gaining practical experience will help individuals in attaining the position that they desire after graduation.

*4.3.1.* *Listen to the text “Job Options in Physical Education”.*

*4.3.2. Read and translate the text.*

*4.3.3. Discuss in class the advantages of each from mentioned above PE careers.*

*4.3.4. Give a talk on* *“Job Options in Physical Education”.*

*4.4. Text IV.*

**PHYSICAL EDUCATORS’ JOB MARKET**

Within the past decade opportunities for physical educators desiring to pursue a career as a fitness or exercise specialist have increased tremendously. Career opportunities exist in preventive and rehabilitative exercise programs. Preventive exercise programs are conducted by corporations, community agencies, and commercial fitness clubs. Rehabili-tative exercise programs are typically conducted in a hospital setting, but may be affiliated with corporate fitness programs and community agency programs.

Opportunities for physical educators to pursue health-related careers have also grown rapidly. Professionals possessing qualifications in athletic training may find employment working with athletic programs at the professional, collegiate, and increasingly at the secondary level. Employment opportunities also are available in sports medicine clinics, physical therapy clinics, and hospitals. Physical educators have also been successful in securing employment in health and weight control spas and clubs.

The recognition that participation in movement and physical activities has therapeutic and psychological benefits as well as physical benefits has stimulated the growth of therapy-related careers. These include careers as dance therapists, movement therapists, and recreational therapists.

Physical educators seeking employment in fitness and health-related careers can increase their marketability by taking additional course work in health, business, and psychology. Gaining as much practical experience as possible will also be an asset in securing employment.

It appears that opportunities for qualified physical educators in fitness- and health-related careers will continue to increase in the future.

*4.4.1. Listen to the text “PhysicalEducators’ Job Market”.*

* + 1. *Answer the questions and retell the text.*

1. Have the job opportunities for physical educators increased or decreased within the past decade? 2. In what programs do career opportunities exist? 3. What are the opportunities for physical educators to pursue health-related careers? 4. What kind of careers have been stimulated by recognition that participation in movement and physical activities has therapeutic and psychological benefits? 5. What can increase physical educators’ marketability? 6. Will the opportunities for qualified physical educators in fitness- and health-related careers continue to increase in future?

*4.4.3. Discuss situation with* *“PhysicalEducators’ Job Market” in Ukraine..*

*4.4.4. Give a talk on* *“PhysicalEducators’ Job Market”.*

*5.* *Have a dictation.*

If teaching seems to be your career goal, you must begin to identify the setting and

the population with whom you wish to work, basically, the settings for your work can be divided into school and nonschool settings, and the age group can range from preschoolers through school- and college-aged students to adults and even senior citizens. Physical education teaching opportunities are diverse, and the potential teacher can usually find an area that meets his or her interests.

VI. *Retell the oral topic.*

**CAREERS AND PROFESSIONAL CONSIDERATIONS**

**IN PHYSICAL EDUCATION AND SPORT**

There are various careers for physical educators. Traditional careers in physical education and sport have focused on teaching in schools and universities and on coaching in commercial spot clubs (e.g. tennis, swimming, gymnastics clubs). In the words of Aristotle “Who educate children well are to be honored more than those who produced them for those who produce children give them only a life, but those who educate them give them the art of living well”.

Moreover, the physical educators are pursuing careers in the fitness field working in health clubs or corporate fitness centers. Other professionals 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 career opportunities. Biomechanists may work sporting goods companies, exercise physiologists in rehabilitation programs or sports medicine clinics, etc.

Selecting a career pathway from the many available options requires careful consideration of many factors. Professional preparation for a career involves academic studies, related experiences, and professional activities.

UNIT XXIV

**SELF-ASSESSMENT TEST # 10**

These tasks are designed to assist you in determining if you have mastered the materials and competencies presented in the above studied information.

1. In light of the qualities of effective teachers and their responsibilities, assess your own qualifications for this field of endeavor.
2. Describe the responsibilities of a fitness or an exercise specialist. If possible, interview a professional in this career regarding his or her responsibilities and qualifications.
3. Describe a typical day of an athlete trainer or an individual working in a health or weight club or spa.
4. Discuss the therapeutic and psychological values of movement and physical activity. Further investigate one of the therapy-related career opportunities.
5. Discuss how a background on physical education can be an asset to individuals pursuing a diversity of a sport media careers.
6. Select two from the sports careers. How can you improve your professional marketability for these careers?

**UNIT XXV**

#### COACHING CAREERS

#### IN PHYSICAL EDUCATION AND SPORT

I. *Read, translate and learn the key words and phrases of the unit:*

1. ambition, stimulus(i), responsibility, reason, enjoyment, desire, involvement = participation, elite, influence, belief, occupation, power, excitement, recognition, choice = option, drawback, benefit, reward, respect, indication, amount, salary, encounter, stipend, pressure, alumni(us), demand, burnout, criterion (a), lack, competency, discrepancy, welfare, establishment, certification, foundation, familiarity, realm, assumption, workshop, clinic, marketability, asset, rating, membership, credential, resume, employment;
2. to aspire, to enroll, to seek, to desire, to view, to attain, to notice, to exist, to be available, to associate, to expect, to hire, to derive from, to share, to select = to choose, to emulate, to cite, to commit, to strive, to review, to recruit, to vary = to range, to depend on, to counsel, to fire, to overwhelm, to exhaust, to suffer, to disenchant, to possess, to fulfil, to lack, to enhance;
3. prospective, dual, sole(ly), tremendous(ly), previous, ultimate, profound, visible, intrinsic, arduous, untold, voluntarily, desirous, necessarily, sound, safe, carefully, relevant, several, invaluable, additional;
4. because of, whereas, within, similar to, between, perhaps, like, accorded to, unlike, although, furthermore;
5. as a means; the line of demarcation; to teach classes; a strong motivating factor; to enter the profession; to have a great deal of; side by side; giving the best of oneself; a high turnover rate; a lackluster win-loss record; to hold a position; task force; this holds true; in one’s favor; supervised field experiences; volunteer work; part-time employment.

II. *Text I.*

#### COACHING CAREERS

#### IN PHYSICAL EDUCATION AND SPORT

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 in the 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.

* 1. *Listen to the text “Coaching careers in Physical Education and Sport”.*

*2.2. Read and translate it.*

*2.3. 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? 6. What are coach’s responsibilities at collegiate level? 7. What else responsibilities may be associated with coaching?

*2.4.* *Find English equivalents from the text for the words and phrases below:*

асоціюватися; адміністративні обов’язки; наймати на роботу; від тренерів очікують; що вони будуть вести уроки; лише/виключно для того; перспективний; засіб; елітний/вищих досягнень; демаркаційна лінія/розділ/розмежування; подібно; підкреслювати; доступний; існувати; прагнути кар’єри; подвійний/двоякий; задовольняти амбіції; рівень; досягати; розглядати; бажати.

*2.5. Open the brackets and use the verbs in proper tense form.*

#### CHOOSING A COACHING CAREER

1. Individuals (*aspire)* to a coaching career for many reasons: their love for the sport, their own previous involvement on athletic teams, and the enjoyment they derived from participation. 2. The desire to continue this involvement and association with athletics, perhaps to share some of what one *(learn)* through athletics, (*be)* a strong motivating factor in selecting a coaching career. 3. Individuals *(may, choose*) to coach because of the profound influence one of their coaches had on their lives. 4. Having a coach who was a positive role model and a desire to emulate this individual *(can, influence)* one’s decision to pursue a coaching career. 5. Many *(choose)* to coach because of their love of children. 6. The opportunity to work with highly skilled and motivated individuals *(be)* often cited as a reason for coaching. 7. Many coaches (*enter)* the profession because of their belief that participation in athletics can be a positive experience. 8. They *(be committed)* to providing opportunities by which young people can develop to their fullest potential, both as athletes and as individuals.

9. Coaching (*be)* a highly visible occupation. 10. Coaches *(may, have)* a great deal of influence and power within both the institution and the community. 11. The excitement, attention, influence, and recognition associated with coaching *(make*) it an attractive career choice.

*2.6.* *Put questions to the words and phrases in italic.*

**BURNOUT**

1. *Burnout* is becoming increasingly prevalent among teachers and coaches. 2. Burnout is defined as physical, emotional, and attitudinal *exhaustion*. 3. Because burnout can have a devastating effect on dedicated individuals, young professionals need to be aware *of the causes and consequences* of burnout and strategies they can use to prevent its occurrence. 4. There are *many* causes of teacher burnout. 5. *Lack of administrative support, lack of input into the curriculum process, and public criticism and the accompanying lack of community suppor*t are all factors contributing to burnout. 6. Inadequate salaries, discipline problems, too little time to do the ever-growing amount of work, large classes, and heavier teaching loads may also contribute to *this* problem. 7. In coaching realm, burnout may be caused by *seasons that seem to go on without end, administrative and community pressures, and time pressures*. 8. Teacher-coach role conflict may also *lead* to burnout. 9. This role conflict occurs *when a disparity exists between the expectations associated with being a teacher and a coach*. 10. This results in a *multitude of simultaneous, somewhat diverse demands.* 11. The teacher-coach, *unable to satisfy these demands*, experiences role conflict.

*2.7. Give a talk on* *“Coaching careers in Physical Education and Sport”.*

III. *Text II.*

#### 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 spent coaching during a competition are the most visible indications of the amount of time involved in coaching. Untold hours may be spent in preparing practices, reviewing the results of games and planning for the next encounter, counseling athletes, performing public relations work, and, at the collegiate level, recruiting.

Salaries vary greatly, depending on the level coached, the sport coached, and the coach’s position as 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. Other coaches choose to leave the profession voluntarily, overwhelmed by the pressures and exhausted by the demands, suffering from burnout, disenchanted with the profession, or desirous of a career change.

* 1. *Listen to the text “What Are the Benefits and Drawbacks of Coaching?” and answer the question in the title”.*
  2. *Translate the text into your native language in writing. Put 10 questions of all types on the text.*
  3. *Find the English equivalents for the following:*

разом; важкий; платня; суттєвий/вагомий; користь; збудження; підопічний/вихованець; переповнювати; висока «текучість»; проводити набір; заспокоювати; змагання/зустріч/поєдинок; велика самовіддача; численний; зарплата/стипендія; видимий, варіюватися, прагнути перемоги; нагорода; подібно; показники; звільняти, тоді як; велетенський, страждати; виснажений, вимога; добровільно; розчаровувати; той, хто прагне; на відміну від.

* 1. *Open the brackets and put the verbs into proper tense form.*

1. Many responsibilities (*be)* associated with coaching. 2. They *(include)* conducting practice and coaching during the game. 3. Although the coach *(work)* with highly skilled athletes, the coach (*must, be)* a good teacher to instruct the athletes in the more advanced skills and strategies necessary to perform at this level. 4. During practices and games the coach (*must, motivate*) the athletes to put forth their best effort so that their optimal level of performance can be achieved. 5. In many cases these instructional responsibilities *(may, be)* the least time consuming of all the coach’s responsibilities. 6. Many coaches (*spend)* untold hours in evaluating practices and the results of competitions. 7. The coach (*be expected)* to reflect a positive image and exemplify the values associated with sport. 8. Coaches *(must, attend)* sport and rules clinics so that they *(be aware)* of the current trends and latest rule changes in the sport.

* 1. *Translate into English.*

Обов’язками тренера також є встановлення зв’язків з громадськістю, що передбачає оголошення результатів змагань, участь в інтерв’ю, виступи перед публікою. Дуже багато часу тренер витрачає на проведення набору. Бесіди по телефону з перспективними спортсменами, организація проведення зборів, розмови з батьками, проведення змагань скаутів для виявлення потенційних спортсменів значно збільшують тривалість його робочого дня на багато годин.

*3.6. Give a talk on* “*What Are the Benefits and Drawbacks of Coaching?”*

IV. *Text III.*

#### CERTIFICATION OF COACHES

Criteria for certification of coaches at the interscholastic level vary from state to state, as does certification for teaching. Only about half of the states require interscholastic coaches to possess a teaching certificate, although not necessarily in physical education. Furthermore, the increased need for coaches and the lack of teachers available to fulfil these needs had led to the hiring of many nonteacher coaches. As a result, many individuals hold coaching positions who lack the professional preparation and competencies so necessary to conduct educationally sound and safe programs.

Discrepancies in the requirements necessary to coach and concern about the safety and welfare of the participants were two reasons for the establishment of the AAHPERD (American Alliance for Health, Physical Education, Recreation, and Dance) Task Force on the Certification of High School Coaches. The task force recommended that for certification, coaches should have knowledge of the medical aspects of coaching, an understanding of the psychological and sociological foundations of coaching, familiarity with the kinesiological foundations of coaching, understanding of the physiological aspects of coaching, and knowledge of coaching theory and techniques.

Young professionals aspiring to coach should prepare carefully for assumption of this important responsibility. This may be accomplished by enrolling in relevant courses and by attending workshops and clinics. Athletic participation and gaining practical experience by working as an assistant coach or a volunteer youth coach in a community program may enhance the professional qualifications of prospective coaches. There are also several coaching certification programs sponsored by private and professional organizations. Prospective coaches can use these programs to enhance their effectiveness in this critical area.

*4.1. Listen to the text “Certification of Coaches”.*

*4.2. Read and translate the text. Answer the questions:*

1. Are the criteria for certification of coaches the same everywhere? 2. What had led to the hiring of many nonteacher coaches? 3. What were the reasons for the establishment of the AAHPERD? 4. What did the task force recommend for certification? 5. How should young professionals enhance their qualifications of prospective coaches?

* 1. *Find the English equivalents for the following:*

ефективність; невідповідність; набувати практичного досвіду; тематична конференція/короткі курси; володіти; виконувати/досягати; найм на роботу; добробут; відсутність/недостатність; хоча; нормативні вимоги; добра обізнаність; семінар/симпозіум; підвищувати професійну майстерність; кілька; взяти на себя відповідальність; підґрунтя; не обов’язково; проходження відповідних курсів.

* 1. *Entitle the paragraphs of the text.*
  2. *Give the negative and interrogative forms of the following sentences:*

1. Certification programs offered by professional organizations have grown within the last 10 years.
2. These programs try to ensure that individuals who receive certification have the necessary skills and knowledge to competently plan and administer programs.
   1. *Compare the ways of coach certification in the USA and in your country. Discuss the issue with your group mates in class.*

*4.7. Give a talk on “Certification of Coaches”.*

V. *Text IV.*

#### INCREASING YOUR PROFESSIONAL MARKETABILITY

In coaching realm one’s previous experience as an athlete in the sport is an asset. Many former athletes have capitalized on their experience to secure coaching positions. Previous work as an assistant or head coach certainly is in one’s favor. Professional contacts, officials ratings in sport, and membership in a professional organization are helpful in getting hired or advancing. Many states require that coaches hold teaching certification; holding such certification gives one more flexibility in selecting from job opportunities.

Finally, one can enhance one’s credentials by gaining as much practical experience as possible, working with people of all ages and abilities. This holds true whether you are seeking work in a school or nonschool setting or in coaching. This experience can be gained through volunteer work, part-time employment, summer employment, or through supervised field experiences sponsored by your college or university. Being able to cite such practical experiences on your resume may prove invaluable when you are seeking to gain employment. Membership in professional organizations and professional contacts may also be helpful in securing employment.

Prospective coaches can enhance their marketability. Building on your skills, taking additional courses, and gaining as much practical experience as possible will increase your options and enhance your opportunities for employment.

*5.1.* *Listen to the text “Increasing Your Professional Marketability”.*

*5.2.* *Read and translate the text. Answer the questions.*

1. What is an asset in coaching realm? 2. How do may former athletes use their

experience? 3. What else is in one’s favor? 4. Does a coach need to hold a teaching certification? 5. What can enhance one’s credentials? 6. What may prove invaluable on your resume while seeking to gain employment? 7. How can prospective coaches enhance their marketability?

*5.3. Match the words from the columns:*

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | realm | A | вміння |
| 2 | asset | B | працевлаштування |
| 3 | marketability | C | вибір |
| 4 | to be in one’s favor | D | рейтинг |
| 5 | credentials | E | це справедливо/вірно |
| 6 | to cite | F | просування на службі/кар’єра |
| 7 | rating | G | резюме |
| 8 | part-time employment | H | безцінний |
| 9 | this holds true | J | характеристика/рекомендація/право |
| 10 | employment | K | на чиюсь користь |
| 11 | additional | L | практика/практичні заняття |
| 12 | option | M | товарність |
| 13 | volunteer work | N | погодинна робота |
| 14 | resume | O | додатковий |
| 15 | field experience | P | вагомий внесок |
| 16 | invaluable | Q | робота волонтером |
| 17 | advancing | R | згадувати/посилатися/цитувати |
| 18 | skills | S | галузь |

*5.4. Complete the sentences with the words/phrases from the box.*

|  |
| --- |
| assist; a responsibility; to develop; marketability; the credentials; courses |

1. Physical educators who are interested in fitness-, health-, or therapy-related careers can do much to increase their professional … . 2. Taking additional course work, pursuing certification, building on one’s talents and interests, and gaining practical experience will enhance … of physical educators seeking a position in these areas. 3. Additional in health will increase one’s marketability. 4. Conducting health-promotion programs – nutritional counseling, weight management, substance abuse, smoking cessation, and stress management – is often … associated with positions in this area. 5. Physical educators need … the skills necessary to help individuals change their fitness and health habits. 6. Understanding various decision-making approaches, motivational techniques, and behavior-modification strategies will …physical educators in helping their clients achieve their goals, whether these goals are increased fitness, weight loss, or learning to manage stress.

*5.5. Give a talk on “Increasing Your Professional Marketability”.*

VI. *Have a dictation.*

**MOVEMENT THERAPY**

Movement therapist use movement to provide individuals an opportunity fr expression, as well as to develop movement skills. Movement therapists work with individuals of all ages. In preschool program a movement therapist may work with children to develop perceptual-motor skills. Another avenue for employment is the hospital setting or clinic where individuals who have suffered impairments can be helped to learn essential movement skills. Developmental centers or special schools for persons with disabilities may also employ movement therapists.

1. *Listening comprehension texts.*
2. *7.1.* *Text I.*
3. **PERSONAL TRAINERS**

A number of physical educators have pursued careers as personal fitness trainers. They meet with clients individually in their homes on a regular basis, sometimes as often as 5 or 6 days per week.

For each client, the personal trainer conducts a fitness assess­ment, develops specific goals and designs a program leading to their attainment, coaches the individual through the workout, and monitors progress. Additional services often include nutritional counseling.

Some fitness programs and health clubs are also offering members the services of a personal trainer at an additional cost. Members like the one-on-one attention offered by a personal trainer, believing it enhances their motivation and their effort in performing their program.

* + 1. *Listen to the text “Personal Trainers”.*
    2. *Answer the questions.*

1. Where does a personal trainer meet with a client? 2. How often does a personal

trainer meet with a client? 3. What does the personal trainer conduct and develop for each client? 4. What do additional services often include? 5. Is it possible to have a personal trainer at additional cost being on some fitness programs and health clubs? 6. Do members like the one-to-one attention offered by a personal trainer?

* + 1. *Retell the text.*

*7.2. Text II.*

**DANCE THERAPY**

The use of dance has proved very helpful in alleviating physical, emotional, and social problems. It has received wide acceptance as a psychotherapeutic means of physical and emotional expression. Through dance the patient or client has freedom of movement and gains a sense of identity. Dance encourages individuals to recognize their emotions and express them. Through dance, by varying movement qualities, individuals can convey their feelings and ideas to others and perhaps portray emotions that they cannot verbally express. Dance provides a means not only to express one’s feelings and emotions to others but also a means of gaining insight into oneself. Dance, by its very nature, can promote sensitivity and awareness.

Dance therapy is one of the fastest-growing professions. It is used in rehabilitation centers, psychiatric centers, geriatric programs, hospitals, and in programs for persons with disabilities. Dance therapy is used with all segments of the population from very young to very old persons. Certification standards for dance therapists have been established by the American Dance Therapy Association (ADTA).

* + 1. *Listen to the text “Dance Therapy”.*
    2. *Answer the question:*

“Do you consider dance therapy an effective psychotherapeutic means of physical and emotional expression?”

* + 1. *Retell the text.*

1. VIII. *Retell the oral topic.*

**COACHING CAREERS IN PHYSICAL EDUCATION AND SPORT**

Individuals aspire to a coaching career for many reasons: their love for the sport, their own previous involvement on athletic teams, and the enjoyment they derived from participation.

Within the last decade coaching opportunities have increased tremendously both at the expense of women sport and the increased interest in sport by people of all ages.

A coaching career has both advantages and disadvantages. The opportunity to work with athletes and to help them to achieve their fullest potential, the excitement of winning and the respect accorded to a coach are some of the benefits of coaching. There are several drawbacks associated with coaching. Long practice hours and the hours spent coaching during competition, untold hours spent in preparing practices, public relations work, recruiting, etc. Salaries vary greatly, depending on the level and sport coached. A high turnover is associated with coaching.

Criteria for certification of coaches vary from a state to a state. It is recommended that for certification, coaches should have knowledge of the medical aspects of coaching, an understanding of the psychological and sociological foundations of coaching, familiarity with kinesiological foundations of coaching, understanding of the physiological aspects of coaching, the knowledge of coaching theory and techniques.

Prospective coaches can enhance their marketability. Building on your skills, taking additional courses, and gaining as much practical experience as possible will increase your options and enhance your opportunities for employment.

UNIT XXVI

**SELF-ASSESSMENT TEST # 11**

These tasks are designed to assist you in determining if you have mastered the materials and competencies presented in the above studied information.

1. Interview a coach and describe his/her perceptions of the advantages and disadvantages of a pursuing a coach’s career.
2. List the causes of burnout and describe specific solutions for each of the causes enlisted.
3. What are some strategies a prospective coach can use to maximize opportunities for employment in the career?
4. Discuss the therapeutic and psychosocial values of movement and physical activity. Further investigate one of the therapy-related career opportunities.

**UNIT XXVII**

#### LEADERSHIP AND PROFESSIONAL ORGANIZATIONS

#### IN PHYSICAL EDUACTION AND SPORT

I. *Read, translate and learn the key words and phrases of the unit:*

1. leadership, growth, dedication, vitality, goal, quality, sense, art, achievement, purpose, direction, enthusiasm, integrity, friendliness, respect, affection, mastery = skill, decisiveness, intelligence, faith, articulation, personality, desire, advantage, finding, membership, fellowship, resource, resolution, nature;
2. to experience, to ensure, to emerge, to prosper, to deteriorate, to prosper, to identify, to achieve, to belong to, to disseminate, to provide, to exist, to find out, to be aware of, to enhance;

c) continued, creative, accountable, applied, numerous;

d) as well as, together, among;

e) to have an interest in research; to provide opportunities; to provide a means; to facilitate communication, specific area of interest.

II. *Text I.*

#### LEADERSHIP AND PROFESSIONAL ORGANIZATIONS

#### IN PHYSICAL EDUACTION AND SPORT

Physical education and sport is experiencing one of the most dynamic periods in its history. Professional leadership is needed to ensure the continued growth and vitality of the profession. It is critical that leaders emerge from among students now preparing for this profession. If leaders emerge, the profession will prosper; if not, the profession will deteriorate.

Leadership is the art of influencing people to work together harmoniously in the achievement of professional as well as personal goals. Several personal qualities have been identified as necessary for leadership. These qualities include energy, a sense of purpose and direction, enthusiasm, integrity, friendliness and affection, technical mastery, decisiveness, intelligence, teaching skill, and faith.

To find the answers to many problems confronting the profession, physical education and sport leaders need to be creative, to have an interest in research, and to be accountable. To achieve leadership status, professionals must have good health and personality, applied intelligence, good articulation, dedication and hard work, respect for other people, and desire. Leaders need to become actively involved in their profession, and one means to do this is to belong to professional organizations.

There are many advantages to belonging to a professional organization. Professional organizations provide opportunities for service, facilitate communication among professionals, and provide a means to disseminate research findings and other information to professionals. Membership in a professional organization provides opportunities for fellowship, a resource for resolution of personal and professional problems, and may enhance one’s employment opportunities.

Numerous professional organizations exist. To find out about professional organizations in his or her specific area of interest, a student can consult a professor or practitioner in this field. One should be aware of their purposes, nature, and membership.

* 1. *Listen to the text “Leadership and Professional Organizations in Physical Education and Sport”.*
  2. *Answer the questions to the text “Leadership and Professional Organizations in Physical Education and Sport”.*

1. What kind of periods in its history is physical education and sport experiencing? 2. Why is professional leadership needed? 3. When will the profession prosper? 4. What is leadership? 5. What qualities have been identified as necessary for leadership? 6. What kind of persons do sport leaders need to be in order to find answers to problems confronting the profession? 7. What must the sport leaders have to achieve leadership status? 8. What benefits are there from belonging to a professional organization? 9. What does membership in a professional organization provide? 10 What should one be aware of when finding out about professional organizations?

* 1. *Find the English equivalents from the text “Leadership and Professional Organizations in Physical Education and Sport” for the following words and phrases:*

усвідомлювати; бажання; численний; перевага; членство; повага; забезпечувати можливості; нести відповідальність; конкретний/окремий; віра; мета/результат; характер; дружелюбність; творчий; спосіб/засіб; сприяти спілкуванню між професіоналами; розв’язання особистих та професійних проблем; виявляти зацікавленість до наукових досліджень; хороша артикуляція; прикладний розум; надавати засоби розповсюдження наукових відкриттів; самозречення; належати; рішучість; напрям; існувати; любов; майстерність; мета; особистість; товариство/братерство; процвітати; прямота/чесність; разом; зростання; постійний; забезпечувати; цілеспрямованість; випробовувати/пізнавати; з’являтися/виникати; приходити у занепад; лідерство.

*2.4.* *Open the brackets and put the verbs into proper tense form.*

###### DEFINITION OF LEADERSHIP

The term **leadership** *(represent*) the art of influencing people to work together

harmoniously in the achievement of professional goals that they *(endorse).* Leadership (*influence)* a person’s feelings, beliefs, and behavior. A leader *(can, help)* a group to achieve goals with a sense of unity, and provides an opportunity for self-realization. Leadership *(involve)* motivating and vitalizing the members of the profession to contribute a maximum effort. It *(tap)* vital resources and (*encourage*) higher levels of achievement. It *(eliminate)* inertia, apathy, and indifference and *(replace)* them with inspiration, enthusiasm, and conviction. It (*provide)* for self-fulfillment and satisfying endeavor. It *(result)* in power **with** the members, not power **of** the leader.

* 1. *Ask questions to the words and phrases in italic.*

1. The leader should be very conscious of *the need* for self-realization on the part of each member of an organization or profession. 2. *Each individual* needs to believe that he or she counts for something, is recognized, and has a sense of worth. 3. At the same time the leader should recognize that *each individual has different interests, urges, abilities, attitudes, talents, capacities, and creative powers to contribute*. 4. These traits must be by the leader, *who must show how the profession and each individual in the profession, profit as a result of such an association*. 5. Practitioners should be involved *in determining* what goals the profession is trying to accomplish. 6. The *true* test of leadership is the number of people’s lives it enriches. 7. It is a process *of helping people to discover themselves*. 8. It is not a *process* of exploitation.

* 1. *Use the sentence below in Past and Future Indefinite Tense (Negative and Interrogative either).*

**Leaders need energy to cope with the many demanding hours of work required**.

*2.7.* *Have a dictation.*

###### SENSE OF PURPOSE AND DIRECTION

There are some qualities that students should develop if they wish to be leaders. One of them is sense of purpose and direction. Leaders must have conviction regarding what they espouse, what has to be done, and where they want to go professionally. The leader’s goals are clear and definite, and the road ahead is clearly delineated. This conviction, sense of purpose, and direction requires knowledge and understanding of one’s profession and the objectives to be achieved.

*2.8. Give a talk on “Leadership and Professional Organizations in Physical Education and Sport”.*

IІІ. *Listening comprehension text.*

###### PROFESSIONAL ORGANIZATIONS IN PHYSICAL

###### EDUCATION AND SPORT

Professional organizations are the heartbeat of the profession. The greatest changes in the profession have their beginnings in organizational meetings and conferences. Scholarly research, curriculum development, certification requirements, and hundreds of other topics are discussed in detail at conferences. The physical education and sport profession, both in the United States and in other countries of the world, has an imposing list of associations concerned with every aspect of the field. If all physical educators belonged to and worked for their professional organizations, the concerted effort of such a large professional group would result in greater benefits and more prestige for the profession. Belonging to a professional organization has many advantages. From many organizations available, you should select carefully those that best meet your needs and interests. Become involved – be a committed, active professional willing to work hard to shape the direction and future of this dynamic field.

Factors that every physical educator should recognize about such membership include the following:

* They provide opportunity for service.
* They provide an opportunity to shape the future of the profession.
* They provide a channel of communication.
* They provide a means for interpreting the profession.
* They provide a source of help in solving professional and personal problems.
* They provide an opportunity for fellowship.
* They yield a feeling of belonging.
* They provide a forum for research.
* They provide a means for distributing costs.
* They are valuable in gaining employment.
  1. *Listen to the text “Professional Organizations in Physical Education and Sport”.*

1. Are there any professional organizations in physical education and sport? 2. Where have the greatest changes in the profession their beginning? 3.What topics are discussed there? 4. Has belonging to a professional organization any advantages? 4. List as many as possible factors that every physical educator should recognize about membership in professional organization.

*3.2. Answer the questionsto the text “Professional Organizations in Physical Education and Sport”.*

*3.3. Retell the text “Professional Organizations in Physical Education and Sport” and answer the questions*

ІV. *Retell the oral topic.*

**LEADERSHIP AND PROFESSIONAL ORGANISATIONS IN PHYSICAL EDUCATION AND SPORT**

Physical education and sport is experiencing one of the most dynamic periods in its history. Professional leadership is needed to ensure the continued growth and vitality of the profession. It is critical that leaders emerge from among students now preparing for this profession. If leaders emerge, the profession will prosper; if not, the profession will deteriorate.

Leadership is the art of influencing people to work together harmoniously in the achievement of professional as well as personal goals. Several personal qualities have been identified as necessary for leadership. These qualities include energy, a sense of purpose and direction, enthusiasm, integrity, friendliness and affection, technical mastery, decisiveness, intelligence, teaching skill, and faith.

To find the answers to many problems confronting the profession, physical education and sport leaders need to be creative, to have an interest in research, and to be accountable. To achieve leadership status, professionals must have good health and personality, applied intelligence, good articulation, dedication and hard work, respect for other people, and desire. Leaders need to become actively involved in their profession, and one means to do this is to belong to professional organizations.

UNIT XXVIII

**SELF-ASSESSMENT TEST # 12**

These tasks are designed to assist you in determining if you have mastered the materials and competencies presented in the above studied information.

1. Discuss some of the reasons why outstanding leadership is critical to the profession of physical education and sport in the future.
2. Through self-examination, determine what personal qualities you now have that are needed for leadership in the profession. What qualities should you develop that you do not possess at this time?
3. Outline a plan by which you can develop the three professional qualities leaders of physical education and sport should possess (creativity, interest in research, and accountability).
4. Write a short essay discussing the reasons every physical educator should belong to professional organizations.
5. Identify and describe the professional organizations in physical education and sport in your country in a brief paragraph. Assume that you are preparing the report for individuals unfamiliar with these organizations.

UNIT XXIX

#### ISSUES, CHALLENGES AND THE FUTURE OF PHYSICAL EDUACTION AND SPORT

I. *Read, translate and learn the key words and phrases of the unit:*

1. issue, challenge, query, commitment, growth, vitality, fragmentation, title, gap, public relations, task, characteristic, trend, opportunity, public, contribution, jurisdiction, domain, credentials;
2. to confront, to perceive, to face, to depend on, to identify, to stress, to examine, to involve, to market, to set forth, to attain, to focus, to accomplish, to exemplify, to enhance, to deal with, to require, to influence, to establish, to obtain, to provide, to determine;
3. cognizant, up-to-date, current, accurate, knowledgeable, visible, daily, willing, essential, rapid excellent, appropriate, proper;

d) as such, through, between, lastly, more than ever before, as well;

1. in an easily understood manner; to keep abreast of, to take an active role in meeting these challenges; following an overview of the issues; being of great importance; fitness consumer movement; health status; to be a role model; promoting lifespan involvement; to assume leadership positions; decision makers; expanding frontiers; habitual universe; in several ways; actively seeking leadership positions; thedelivery systems; for space and underwater living; what the future will be like.

II. *Text I.*

#### ISSUES, CHALLENGES AND THE FUTURE OF PHYSICAL EDUACTION AND SPORT

I

Many issues and challengers confront the physical education and sport profession today. As professionals we need to be cognizant of the issues concerning the profession at all levels. As a physical educator you may be perceived by the public as an expert in matters involving physical education and sport. As such you need up-to-date information on current issues so that you may give accurate and knowledgeable answers to the public’s queries in an easily understood manner. This requires that you keep abreast of events and developments through newspapers, television, professional journals, and professional meetings and conferences.

The professional is also facing a great number of challenges. As professionals we must take an active role in meeting these challenges. This requires commitment and professional leadership at all levels. The continued growth of the profession, its vitality and its future depends on practitioners’ commitment and leadership.

II

There exist a lot of issues and challengers confronting the physical education and sport profession today. The widespread interest in sport by people in our society and the media has made many of these issues very visible.

Following an overview of the issues in physical education and sport today, three issues identified by the American Academy of Physical Education as being of great importance to the profession were discussed. First, the Academy stressed that professionals need to become more active in the physical activity and fitness consumer movement. Second, physical educators must place more emphasis on teaching ethical and moral values through physical education and sport programs. Third, the Academy perceived a need for physical educators to become more active in the conducting of youth sport programs. Two additional issues were also discussed. As the discipline of physical education continues to grow, professionals are concerned about the fragmentation of the field and the title of the discipline. The final issue examine was the gap between research and practice.

Many challenges face physical educators. First, physical educators are faced with the challenge of promoting daily high-quality physical education in the schools. The second challenge is to become more actively involved in public relations. Professionals in all settings must market their programs. The third challenge is to attain the goals set forth in the reports “Objectives for the Nation” and “Healthy People 2000”. These specific fitness and exercise objectives focus on improving the health status of all Americans. If these objectives are to be achieved, each physical educator must make a personal commitment to work with professional organizations to accomplish this task and to be a role model exemplifying a healthy, active lifestyle. Lastly, promoting lifespan involvement in physical activity requires physical educators to provide a diversity of services to individuals of all ages. Physical education and sport has the potential to enhance the health and quality of life of people of all ages. Helping individuals to realize this potential is one of our biggest challenges.

The issues and challenges confronting professionals are many. If we are to deal with them, physical educators must be knowledgeable about the discipline of physical education and be willing to assume leadership positions. The manner in which the profession deals with these issues and meets the challenges confronting it will influence the future of physical education and sport.

III

Planning and knowing what the future will be like is essential if physical educators are to take an active part in the direction and shaping of the future. Professionals must start planning for the future now. Such planning requires that professionals recognize that rapid change is characteristic of our way of life.

Several societal trends will influence the future of physical education and sport. The wellness movement and the fitness movement present excellent opportunities for physical educators to involve individuals of all ages in appropriate physical activity. The educational reform movement and the changing nature of education indicates that physical educators, more than ever before, need to inform the public and decision makers about the contribution of physical education to the educational process. Expanding frontiers of the habitual universe, developments in communications, and other technological developments will influence the future of physical education and sport as well.

Physical educators can prepare for the future in several ways. First, physical educators need to establish jurisdiction over their domain by obtaining the proper credentials and actively seeking leadership positions. Second, physical educators need to improve the delivery systems. We must provide for people of all ages and utilize technological advances to facilitate learning. We must take an active role in helping individuals prepare for space and underwater living. The future of physical education and sport is *coming*, but only physical educators can determine where it is going.

* 1. *Listen to the text “Issues, Challenges and the Future of Physical Education and Sport”.*

*2.2.* *Answer the questions.*

1. Do any issues and challenges confront the physical education and sport profession today? 2. What must the professionals be cognizant of? 3. How should the physical educators communicate with the public? 4. What helps professionals to meet the challengers? 5. What makes the issues very visible? 6. What issues are considered as being of great importance to the profession? 7. Do any challenges face physical educators? 8. Name some of them. 9. What will influence the future of physical education and sport? 10. How can physical educators prepare the future? 11. Who can determine where the future of physical education is going?

*2.3. Find the English equivalents from the text for the following:*

проблеми та задачі; стоять перед; бути обізнаним; сприймати; громадськість; сучасний/новітній; фахівець з питань фізичного виховання та спорту; поточні питання; точний/влучний; питання; у доступній манері; компетентний; іти в ногу/бути в курсі; як такий; стояти обличчям до; посідати активну позицію у роз’язанні цих проблем; співучасть; життєстійкість; залежати від; вимагати; видимий; ідентифікувати; галузь споживання фітнес-послуг; відводити більше місця; етичні та моральні цінності; фрагментація; останнє питання; яке розглядається; розрив/щілина; активно залучатися до суспільних стосунків; викладати; досягати; статус здоров’я; нарешті/на завершення; виконувати задачу; бути прикладом; рольова модель; протягом усього життя; сприяти заняттям фізичною активністю; різноманітність; готовий (охоче зробити щось); суттєвий; швидкий; характерна особливість/риса; тенденція; відповідний; горизонти; які розширюються; середовище проживання; люди, які приймають рішення/керівники; відмінні можливості; також; встановити юристдикцію; системи забезпечення; галузь; належні повноваження; технологічні досягнення; сприяти навчанню; охопити людей різного віку; використовувати; вирішувати/з’ясовувати/визначати; майбутнє йде.

* 1. *Put questions to the words and phrases in italic.*

1. Numerous issues confront professional in physical education and sport *today*.

2. Problems within sport e*xist* at all levels*.* 3. *At the professional level*, gambling and drug abuse have commanded a great deal of attention, as have astronomical player salaries and striking players and game officials. 4. *Increased player violence* has raised concern. 5. *Fan* violence has led some teams to curb the sale of alcohol at events. 6. The overemphasis on winning at all cost can deter the *development of values* in sport. 7. *“Burning out”* at an early age has led to attempts to curtail the playing schedules of young athletes and to establish minimum age requirements for players to join the tour.

* 1. *Use the sentence below into Present Indefinite Active Voice. Give its negative and interrogative forms.*

**Human beings have always been interested in the future.**

*2.6.* *Open the brackets and put the verbs into appropriate tense form.*

1. Physical educators (*need)* to prepare themselves to assist individuals to attain their optimal level of fitness while living in these space and underwater environments. 2. Space travelers to distant planets *(need)* help in keeping fit while living for long periods of time under conditions of zero gravity. 3. Physical educators (*must, conduct)* research concerning the effects of weightlessness on the body and artificial gravity. 4. Designing exercise programs to deal with differences in the environment (*fall*) within the realm of the physical educator.

*2.7. Have a dictation*.

Racism is another issue that must be confronted. Desegregation of sports has opened doors for participation of minorities in sport. However, participation has not led to the elimination of prejudice, stereotyping, and exclusionary practices. Discrimination and exclusionary practices have limited opportunities for minorities in administrative and coaching positions in sports. Professionals in physical education and sport have spoken strongly about the need to recruit minorities into higher education and prepare them for a multitude of careers in this field.

*2.8.* Give a talk on *“Issues, Challenges and the Future of Physical Education and Sport”.*

1. *Listening comprehension texts.*

*3.1*. *Text І.*

**YOUNG ATHLETES’ BILL OF RIGHTS**

Much dissatisfaction with youth sport programs may be attributed to the disparity between their outcomes and the interests and expectations of the program participants. The overwhelming on winning and competition makes it difficult to realize the objectives of motor, psychological, and social development of the children. The Bill of Rights for young athletes offers coaches and parents guidance in structuring the sport experience to achieve more positive outcomes.

1. Right of the opportunity to participate in sports regardless of ability level.
2. Right to participate at a level that is commensurate with each child’s developmental level.
3. Right to have qualified adult leadership.
4. Right to participate in safe and healthy environments.
5. Right of each child to share in the leadership and decision-making of their sport participation.
6. Right to play as a child and not as an adult.
7. Right to proper preparation in the sport.
8. Right to have an equal opportunity to strive for success.
9. Right to be treated with the dignity by all involved.
10. Right to have fun through sport.
    * 1. *Listen to the text “Young Athletes’ Bill of Rights”.*

*3.1.2.* *Answer the questions.*

Do youth sport programs completely satisfy the needs of children? Why?

*3.1.3.* *Listen to the text once more and try to translate “The Bill” in writing in pauses between the bill’s articles.*

*3.1.4*. *Discus* *“Issues, Challenges and the Future of Physical Education and Sport” in class.*

* + 1. *Text II.*

**THE FUTURE**

As they prepare for the future, physical educators must do the following:

* Provide themselves with the proper credentials to establish jurisdiction over their domain.
* Utilize technological advances to improve the delivery system.
* Prepare for space and underwater living and for changes in our society.
* Become a positive role model for a fit and healthy lifestyle, so that others will be favorably influenced to emulate this lifestyle.
* Help persons to become increasingly responsible for their own health and fitness.
* Recognize that individuals will live longer and become more fit and active in the years to come.
* Provide for all persons, regardless of age, skill, disabling condition, and socioeconomic background, throughout their lifespan.
* Remember that we are involved with the development of the whole person as a thinking, feeling, moving human being.
* Make a commitment to conduct high-quality programs that are sensitive to individual needs so that physical education and sport’s potential to enhance the health and quality of life for all people can be achieved.

*3.2.2. Listen to the text “The Future”.*

*3.2.3. Write in your own words what physical educators must do as they prepare for the future.*

1. *Act out the dialogue below.*

* I hear you have joined the Association for Fitness in Business.
* Exactly. There are many advantages to belonging to a professional organization.
* How can it succeed your career?
* Oh, AFB provides professional support and assistance in the development and promotion of quality health and fitness programs in business and to create an awareness of the benefits of maintaining a high level of fitness and health among employees.
* How interesting! Does the organization recommend certification standards for fitness personnel.
* It goes without saying! Besides AFB sponsors seminars, annual convention, and regional meetings for professionals.
* I wish I were a member of such organization!

V. *Retell the oral topic.*

**FUTURE OF PHYSICAL EDUCATION AND SPORT**

Planning and knowing what the future will be like is essential if physical educators are to take an active part in the direction and shaping of the future. Professionals must start planning for the future now. Such planning requires that professionals recognize that rapid change is characteristic of our way of life.

Several societal trends will influence the future of physical education and sport. The wellness movement and the fitness movement present excellent opportunities for physical educators to involve individuals of all ages in appropriate physical activity. The educational reform movement and the changing nature of education indicates that physical educators, more than ever before, need to inform the public and decision makers about the contribution of physical education to the educational process. Expanding frontiers of the habitual universe, developments in communications, and other technological developments will influence the future of physical education and sport as well.

Physical educators can prepare for the future in several ways. First, physical educators need to establish jurisdiction over their domain by obtaining the proper credentials and actively seeking leadership positions. Second, physical educators need to improve the delivery systems. We must provide for people of all ages and utilize technological advances to facilitate learning. We must take an active role in helping individuals prepare for space and underwater living. The future of physical education and sport is *coming*, but only physical educators can determine where it is going.

UNIT XXX

**SELF-ASSESSMENT TEST # 13**

These tasks are designed to assist you in determining if you have mastered the materials and competencies presented in the above studied information.

1. For the 3-month time period selected by your instructor select one periodical and review the coverage of physical education and sport. Take notes regarding the issues that are covered, and make a short presentation about your findings to the class.
2. Explain how physical educators can promote the development of values in their programs, regardless of the setting.
3. Identify strategies to reduce the gap between research and practice.
4. Discuss the importance of public relations programs in the physical education setting of your choice.
5. Describe various strategies that could be utilized to promote lifespan involvement for people of all ages, abilities, and social backgrounds.
6. Prepare a plan that lists several ways by which physical education can capitalize on the increased interest in wellness and fitness that exists in your country now.
7. Discuss the implications of the changing nature of education and the impact of technological developments on physical education and sport in the future. `