Міністерство освіти і науки України

НАЦІОНАЛЬНИЙ УНІВЕРСИТЕТ

«ОДЕСЬКА ПОЛІТЕХНІКА»

ІНОЗЕМНА МОВА 1

МЕТОДИЧНІ ВКАЗІВКИ ДО ПРАКТИЧНИХ ЗАНЯТЬ З АНГЛІЙСЬКОЇ МОВИ ДЛЯ ЗДОБУВАЧІВ І КУРСУ

(1 СЕМЕСТР)

Спеціальність: 014 Середня освіта (Фізична культура)

Освітня програма: Фізична культура

Одеса НУОП– 2025

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Затверджено на засіданні кафедри іноземних мов

Протокол № 4 від 26.12. 2024

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ЗМІСТ

ПЕРЕДМОВА

Метою «Навчального посібника» є формування впродовж 44 годин аудиторних занять у здобувачів (вхідний рівень володіння мовою – B1) вмінь та навичок читання, письма та говоріння за тематикою спеціальності 014.11 Середня освіта (Фізична культура) на I курсі навчання Інституту медичної інженерії (IMI) (вихідний рівень володіння мовою – B2). За рахунок тренування і виконання читання автентичних текстів і комунікативних завдань здобувачі зможуть досягти практичного володіння англійською мовою за фахом.

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

- Вміти використовувати іноземну мову, включаючи усну та письмову форми в обсязі програмних вимог в продуктивних та рецептивних видах мовленнєвої діяльності.
- Мати навички критичного мислення, викладати у зрозумілий спосіб власні думки, здійснювати їх аргументацію.
- Володіти прийомами спілкування і вміти використовувати їх при роботі з колективом і кожним індивідуумом.
- Вміти спілкуватись, включаючи усну та письмову комунікацію.
- Вміти вербально та письмово репрезентувати практичні розробк.

Кожний урок складається з тексту й комплексу мовних вправ, які розраховані на удосконалення навичок активізації мовної діяльності.

«Навчальний посібник» забезпечує підготовку до міжнародного усного і письмового спілкування англійською мовою для спеціальних цілей, а саме - оволодіння лексичними, граматичними і стилістичними навичками, а також умінням розмовляти, читати, переписуватися, перекладати, конспектувати, згортати і розгортати усну і письмову англомовну інформацію наукового функціонального стилю, що передбачено вимогами Програми вивчення іноземних мов у нефілологічному ВУЗі.

Lesson 1

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.

1. Read and translate the text.

2.Read the words and word combinations below and translate them. Learn them by heart.

physical education	training programs
sport sociology	fatigue
influence	analyzing issues
musculoskeletal system	facilitate
human body	longitudinal studies
applied physiology	disabilities
prevention of injury	broadened the knowledge base

Exercise 3. 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?
Exercise 4. Match the left part with the right to make sentences.

As the scope of physical education broadened,	between physical activity and the human body.
Sports medicine is the medical relationship	the study of curriculum, teaching, teacher education, evaluation, administration, and organization as it applies to the field of physical education and sport.
Sport pedagogy is concerned with	physical educators became interested in specific areas of study within physical education.
Sport management encompasses the many managerial aspects of sport,	including organized sport and sport enterprise or business.

Exercise 5. Compose a story at least (no less) than 100 words.

Lesson 2

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.

Exercise 1. Read and translate the text.

Excecise 2. 1.Read the words and word combinations below and translate them. Learn them by heart.

human movement phenomena	physical therapy
multifaceted star	body of knowledge relationship
expansion	all segments of the population
lifespan	realm of physical education
overall focus	experience
health promotion	skill
worthy leisure-time	quality of leadership

Exercise 3. Answer the questions:

1. When did the term "human movement phenomena" appear?
2. What does this term mean?
3. What areas do 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?

Exercise 4. Find the mistakes in the sentences. Correct them. Write down all unknown words and translate them.

1. Some other areas that comprise the human movement phenomena includes human ecology, physical therapy, recreation, and human engineer.

2. While the areas that comprise the human movement phenomenon each have a specific focus, they also share a meaning relationship with other areas.
3. This belief are reflected today in the expansion or physical education programs to nonschool settings and to all segments of the population.
4. Attainment of this aims involves health promotion, pursuit of worthy leisure-time activity, and creative expression through dance.
5. Fulfillment of these potential will depend on the quality of leadership provided by practitioners of health, recreation and leisure, dance, physics education, and sport.
Exercise 5. Compose a story at least (no less) than 100 words.

Lesson 3

TERMINOLOGY WITHIN THE DISCIPLINE OF PHYSICAL EDUCATION AND SPORT

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.

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.

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.

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.

Exercise 1. Read and translate the text .

Excecise 2. 1.Read the words and word combinations below and translate them. Learn them by heart.

health of the individual bodily movement daily living tasks diversity of perspectives physical resources motor-performance-related fitness jogging	small muscle groups motor-skill performance Agility disease healthy lifestyle competitive games skilled individuals

Exercise 3. Answer the questions:

1. Is it important to distinguish between the terms physical activity, exercise, and physical fitness? How is physical activity defined?
2. What does a term exercise mean?
3. What is physical fitness?
4. How many per cents did not identify good health as an important concern?
5. How can the fitness components be classified?
6. What is health-related fitness?
7. What is athletics?
8. Is athletics only one aspect of a broad physical education program?

Exercise 4. Match the left part with the right to make sentences.

Exercise is physical activity	has expanded to other segments of the population.
Individuals who are physically fit possess the stamina to perform daily tasks, the energy to engage in active, leisure-time pursuits, the physical resources	that is planned, structured, and repetitive and has as its objective the improvement or maintenance of physical fitness.
In recent years the interest in athletic participation	to meet unforeseen emergencies without undue fatigue, and the vitality to perform at their fullest capacity
Health-related fitness enhances one's ability	to function efficiently and maintain a healthy lifestyle.

Exercise 5. Compose a story at least (no less) than 100 words.

Lesson 4

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.

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.

Exercise 1. Read and translate the text.

Exercise 2. Read the words below and translate them. Learn them by heart.

maintenance of fitness	participant
specialized areas of study	grade-point average
interrelatedness	final determination
resolving problems	a corporate fitness program
humanistic philosophy	professional athletes
outcomes	the improvement of professional practices
value	aid

Exercise 3. 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?

Exercise 4. Match the left part with the right to make sentences

Each practitioner should be knowledgeable about these specialized areas of study	is necessary for the professional to be effective.
Philosophy can aid practitioners by guiding their efforts	as well as appreciate their interrelatedness and their contribution to the discipline as a whole.
In today's changing society a sound philosophy of life and physical education and sport	can help physical educators resolve these and other questions and concerns confronting them.

A philosophy of physical education and sport	and assisting them in resolving problems that may confront them.

Exercise 5. Compose a story at least (no less) than 100 words.

Lesson 5

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.

EXAMPLES OF PHYSICAL EDUCATION AND SPORT OBJECTIVES

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

Physical Fitness Development Objective

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

Motor Skill Development Objective

- The participant will demonstrate the proper technique in executing the tennis forehand.

Cognitive development Objective

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

Affective Development Objective

- The participant will demonstrate an appreciation for the contribution of exercise to his or her life by participating in an unsupervised program of vigorous physical activity three times a week.

WHY ARE THE OBJECTIVES NEEDED IN PHYSICAL EDUCATION AND SPORT?

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

1. Objectives will provide a guide for physical educators' efforts.
2. Objectives will help physical educators better understand the worth of their field.
3. Objectives will help physical educators make more meaningful decisions when issues and problems arise.

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

Exercise 1. Read and translate the text.

Exercise 2. Read the words below and translate them. Learn them by heart.

qualified leadership	complete
make decisions	cardiovascular fitness
cognitive development objective	scoring system
nonschool settings	vigorous physical activity
measure	elementary school teacher
provide information	exercise leader
improve	meaningful decisions

Exercise 3. 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. What is equally important there?
7. What does evaluation of test results provide?
8. Can you identify the program associated with these objectives?
9. Are these objectives for students in a secondary school physical education program, employees in a corporate fitness program, clients enrolled in a commercial fitness club, or adults involved in a community fitness and recreation program?

Exercise 4. Match the left part with the right to make sentences.

Objectives are goals or desired outcomes	have been discussed.
The priority of our objectives and the characteristics of a physically educated student	to measure the various physical education and sport objectives have been developed.
Numerous tests	objectives that will lead to the attainment of the goals should be delineated and clearly defined.
Once the program's goals have been identified,	that can be realized from participation in carefully planned physical education and sport programs under qualified leadership.

Exercise 5. Compose a story at least (no less) than 100 words.

Lesson 6

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.

Exercise 1. Read and translate the text.

Exercise 2. Read the words below and translate them. Learn them by heart.

three learning domains	health promotion
qualified professionals	individual responsibility
considerable implications	participate
wellness movement	sufficient frequency
lifelong learning	health-related fitness
educational curriculum	strong support
wellness	keystone

Exercise 3. Answer the questions:

1. What are the primary purposes of education today?
2. What learning domains can the education of individual be described as taking place through?

3. What societal trends influence the conduct and status of physical education and sport?
4. Is physical education a basic on the US educational curriculum now?
5. Why must physical educators make a strong case for their discipline?
6. Do wellness and fitness movements emphasize health promotion and disease prevention?
9. What do professionals need to increase?
10. Who offers strong support for the development of physical education and sport programs?

Exercise 4. Match the left part with the right to make sentences.

Today one of the primary purposes of education is	integral parts of a health lifestyle.
The educational reform movement received its impetus from a series of reports decrying the status of education	for the development of nonschool physical education and sport programs.
Physical activity and exercise are	to prepare individuals for a meaningful, self-directed existence.
The wellness and fitness movements offer strong support	in America's schools and identifying specific areas for reform.

Exercise 5. Compose a story at least (no less) than 100 words.

Lesson 7

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.

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.

Exercise 1. Read and translate the text.

Exercise 2. Read the words below and translate them. Learn them by heart.

a variety of factors	increase
awareness	dimension
physical educator	quality of movements
foundation	capabilities of the body
explore	locomotor skills
traditional approach	bending and stretching
strive	complex

Exercise 3. 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?

Exercise 4. Match the left part with the right to make sentences.

Movement education, a system based on the theories of Laban,	to move efficiently, to increase the quality of their performance, to enhance their ability to learn, and to promote their health.
Physical educators strive to help human beings	an understanding of movement concepts and attain proficiency in fundamental motor skills is movement education.
Such experiences allow their students	is an important part of physical education.
One approach that may be used to help individuals develop	to understand the capabilities of the body with respect to movement.

Exercise 5. Compose a story at least (no less) than 100 words.

Lesson 8

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.

PHYSICAL EDUCATION AND SPORT IN ANCIENT GREECE

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

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

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

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

Exercise 1. Read and translate the text.

Exercise 2. Read the words below and translate them. Learn them by heart.

forerunners	physical perfection
past heritage	high esteem

justify	vital part
war efforts	general physical training program
content	courage
deterrent	achieve a balance
most exciting eras	main attraction

Exercise 3. Answer the questions:

1. What contribution does history make into the discipline of physical education?
2. How do you understand a saying “history tends to repeat itself”?
3. 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?
7. What was the primary purpose of physical activity, physical education, and sport in ancient Greece?
8. Did the objectives emphasize education of the physical or education through the physical?
9. What events served to promote the growth of physical education and sport in that society?
10. What parallels and similarities may be discerned between the events of that time period and today?

Exercise 4. Match the left part with the right to make sentences.

Studying history also provides one with an appreciation	catalysts and deterrents to the growth of physical education and sport.
Recurring themes are	for other cultures and the role of physical education and sport in these societies.
It is important that one be aware of the events that served as	developed aesthetic values and amateurism.
Besides it stressed a sense of fair play,	apparent throughout the history of physical education and sport.

Exercise 5. Compose a story at least (no less) than 100 words.

Lesson 9

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.

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 and 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.

Exercise 1. Read and translate the text.

Exercise 2. Read the words below and translate them. Learn them by heart.

body's responses	key concern
modification	design
long term	health fitness
guide the endeavors	enhance
govern	cardiac rehabilitation program
guidelines	behavioural factors
measurement techniques	maintenance

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

Exercise 4. Match the left part with the right to make sentences.

Specifically, exercise physiology is concerned with	increasingly sophisticated.
The field of exercise physiology has become	guidelines for physical educators to use when planning and conducting programs to improve fitness.
Knowledge from the field of exercise physiology offers	if the sought-after benefits – improvement and maintenance of fitness – are to be realized.
Several physiological and behavioural factors must be taken into account	the body's responses and adaptations to exercise, ranging from the system to the subcellular levels.

Exercise 5. Compose a story at least (no less) than 100 words.

Lesson 10

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.

GUIDELINES FOR PHYSICAL ACTIVITY INSTRUCTION

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

Exercise 1. Read and translate the text.

Exercise 2. Read the words below and translate them. Learn them by heart.

motor learning	assist
information-processing theory	readiness
force	powerful influence
reinforcement	individual differences
facilitate	diversity of abilities
psychological assessment techniques	requirement
arousal	feedback

Exercise 3. Answer the questions:

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?
4. What is information-processing theory concerned with?
5. Which are three stages of learning?
6. What is learning influenced by?
7. What is sport psychology concerned with?
8. Where are psychological assessment techniques and intervention strategies used?
9. What should the physical educator be aware of?
10. Does anything influence one's performance?

11. What does sport psychology offer?

Exercise 4. Match the left part with the right to make sentences.

One theory to describe the manner in which individuals learn motor skills is	readiness, level of development, motivation, reinforcement, and individual differences.
Five of these forces are	deciding whether to use the whole or part method to teach a skill.
P.4. Plan instructional experiences that take into account the individual's level of development in all three domains –	the information-processing theory.
P.11. Evaluate the task demands and assess the learner's background in	cognitive, affective, and psychomotor.

Exercise 5. Compose a story at least (no less) than 100 words.

Lesson 11

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.

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.

Exercise 1. Read and translate the text.

Exercise 2. Read the words below and translate them. Learn them by heart.

accomplish the task	tissues
recognize	broad sense
greater emphasis	encompass
area of study	refer
pressure	action
torque	related
direct observation	cause

Exercise 3. Answer the questions:

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?
10.. What is origination of the word "*kinesiology*"?
11. What is kinesiology concern with?

Exercise 4. Match the left part with the right to make sentences.

The analysis of human movement and sport object movement using	that carry out movements – specifically bones, tissues, muscles, and nerves.

The terms power, acceleration, velocity, mass, pressure, friction, work, energy, angular velocity and acceleration, torque, and gravity	how various forces affect human motion and how movements can be improved.
The field of kinesiology is concerned with the anatomical and physiological elements	the principles of physics and mechanics is called biomechanics.
Biomechanists study	are applied in this field.

Exercise 5. Compose a story at least (no less) than 100 words.

Lesson 12

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.

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.

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.

Exercise 1. Read and translate the text.

Exercise 2. Read the words below and translate them. Learn them by heart.

community center	process of self-assessment
pursue the career	provide recreational and sport opportunities
sport management	establish a program
sporting goods	sport law
career opportunities	background
available options	academic average
appropriate source	prerequisite

Exercise 3. Answer the questions:

1. What are traditional careers in physical education and sport?
2. What other areas can physical educators be employed?
3. What must be taken into consideration while choosing a career?
4. What does professional preparation for a career involve?
5. Have the career opportunities for a student who has studied physical education never been greater?
6. Are there any job opportunities for physical education expert at the companies?
7. What is the name of the position of physical education specialist at the companies?
8. What are his/her responsibilities there?
9. Can a career in sport law be prepared for directly through one's undergraduate academic experience?
10. What does the practice in sport law require?
11. What does the admission require?
12. What are the career opportunities for individuals with expertise in sport law?

Exercise 4. Match the left part with the right to make sentences.

Many physical educators are pursuing careers in the fitness field	associated with the director of intramural and/or campus recreation.
Exercise physiologists may be employed	working in health clubs or corporate fitness centers.

The responsibilities associated with this position are similar to those	which typically involves a 3-year program of study.
The practice of sport law requires the completion of law school,	in corporate fitness center, hospital cardiac rehabilitation program, or a sports medicine clinic.

Exercise 5. Compose a story at least (no less) than 100 words.

Lesson 13

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.

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.

Exercise 1. Read and translate the text.
Exercise 2. Read the words below and translate them. Learn them by heart.

enroll in a program	advantages and disadvantages
ultimate ambition	intrinsic reward
growth	benefit of coaching
competitive athletics	drawback
2-year community colleges	visible indication
age-group swimmers	salary
interscholastic level	high turnover rate

Exercise 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 other responsibilities may be associated with coaching?

Exercise 4. Match the left part with the right to make sentences.

Some of these prospective coaches seek a dual career as a teacher and a coach,	under tremendous pressure to achieve – to have a winning season.
In nonschool settings coaching opportunities are available with	whereas others desire solely to coach and view a teaching career as a means to attain their ultimate ambition.
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	professional teams, commercial sport clubs, and community recreation and sport programs.
Unlike teaching, coaches are often placed	are some of the intrinsic benefits of coaching.

Exercise 5. Compose a story at least (no less) than 100 words.

Lesson 14

SOCIOLOGICAL FOUNDATIONS 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?
- 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.

Exercise 1. Read and translate the text.
Exercise 2. Read the words below and translate them. Learn them by heart.

pervade	research
value	sport milieu
have in common	behavior within sport
inequitable distribution of power	minorities
permeate	mass media

receive intensive study relationship	academic achievement influence

Exercise 3. Answer the questions:
1. What does the sport mirror in the society?
2. What is common between sport and society?
3. Can we say that sport affect the behaviour of human being?
4. What is the aim of sport sociology?
5. What does sport sociology use?
6. Does sport sociology study not only social behaviour of individual but also within sport?

Exercise 4. Match the left part with the right to make sentences.

The pervasiveness of sport and its institutional nature	examining the relationship between sport and society.
Sport sociology focuses on	the academic achievement of its participants?
There is a need for further research leading to the development of theories about	have led to the study of sport from sociological perspective.
How does interscholastic and intercollegiate sport influence	sport and its relationship to society and social life.

Exercise 5. Compose a story at least (no less) than 100 words.

Lesson 15

THE OLYMPIC GAMES

The Ancient Olympics

The first Olympic Games were held in Ancient Greece in 776 B.C. in the plain of Olympia. They began as a religious festival to honor the gods. The Greeks measured time in terms of four-year periods called Olympiads. The Olympic games were part of the celebration of the beginning of each Olympiad.

In the first Olympic Games the only competition was a foot race. Later wrestling, the pentathlon, and boxing were added. In 680 B.C. chariot racing became a part of the games. Athletes usually competed nude as clothing could slow them in the race. In the horse racing competition riders rode naked and bareback (no saddle) around the track. As you can imagine, it was very difficult to control the horses this way. The winner would receive a simple olive branch, not a gold medal.

People descended on Olympia by the thousands to see the games. The stadium was built to seat between 45,000 and 50,000 people. Since the Olympic games were designed to honor Zeus, a male god, women were not allowed to see the games. The penalty for women who viewed the games was death.

The ancient games continued until 400 AD when the sacred shrine at Olympia was destroyed.

The Modern Olympics

Baron Pierre de Coubertin, a Frenchman, revived the games in 1896. He felt that the games would promote physical fitness and good relations between people of different countries. Beginning in 1894 delegates from 12 countries met to lay out plans for the modern games to be held in Athens, Greece.

The next Olympics were held in Paris and then in St. Louis, but interest waned. The Olympics gained popularity again with a very well-organized Olympics in 1908 in London. They began giving out medals not only to the winner but also to the first and second runner up (gold, silver, and bronze medals). In 1912 in Stockholm electrical timing equipment was used for the first time. In the 1928 Games in Amsterdam the tradition of burning the Olympic flame throughout the games began.

The Olympic Games have grown significantly since the days of the single foot race. Now the events are divided into winter and summer games alternately every two years. Athletes from all over the world continue to gather for the Olympic Games to enjoy friendly international competition just as Baron Pierre de Coubertin dreamed.

Exercise 1. Read and translate the text.

Exercise 2. Read the words below and translate them. Learn them by heart.

religious festival	promote
celebration	lay out plans
foot race	gain popularity
no saddle	electrical timing equipment
olive branch	divide into
descend	from all over the world
revive	enjoy

Exercise 3.Answer the questions

1. What god were the Olympic games were designed to honor?
2. What was the only competition in the first Olympics?
3. What did the winner of the ancient games receive as a prize?
4. Who began the modern Olympic Games?
5. In what year did the tradition of burning an Olympic flame throughout the games begin?

Exercise 4. Match the left part with the right to make sentences.

The Greeks measured time in terms of	to the first and second runner up (gold, silver, and bronze medals).
Since the Olympic games were designed to honor Zeus, a male god,	people of different countries.
He felt that the games would promote physical fitness and good relations between	women were not allowed to see the games.
They began giving out medals not only to the winner but also	four-year periods called Olympiads.

Exercise 5. Compose a story at least (no less) than 100 words.

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