PHYSICAL EDUCATION FOR SOVIET CHILDREN
AND TEACHER AND COACH EDUCATION

Physical education for children (to seventeen years). An historical overview and contemporary study of organisation and methods. An examination of the professional training of physical education teachers and sports coaches.

Two volumes - Vol.II

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Completing the physical education programme for school-children are those activities which are conducted and organised by non-school establishments. They have their own staff, usually possess their own bases and facilities and are administered jointly by the public education system, physical culture and sport committees, Komsomol and trade union organisations and they enlist the assistance of volunteers from the public and young sports 'activists'.

The main organisational and methodological requirements of physical education outside school among children, teenagers and young people are said to be:

1. Planning this work in accordance with the goals, tasks and content of the All-Union GTO Programme, taking into account the age characteristics of those trying to attain the standards

2. Regular contact and co-ordination in conducting physical education outside school between all the departments and organisations directly interested in it. ¹

A wide range of activities is offered by the following which will be described in turn:

A. Sports schools
   i) children's and young people's sports schools
   ii) specialised children's and young people's sports schools
   iii) specialised children's and young people's sports schools for Olympic Reserves
iv) sports classes in schools
v) sports boarding schools
vi) sports and health improvement camps.

B. Sport at children's places of residence

C. Young Pioneer houses and palaces

D. Young Pioneer camps

E. Children's outdoor recreation centres

F. Clubs organised by sports societies

G. Independent physical exercises
   i) in the family
   ii) in housing courtyards
   iii) parks of culture and rest.

H. Camps of labour and rest for senior pupils

I. Palaces of culture, houses of culture and clubs of culture

   In the opinion of one Soviet physical education specialist the above may be placed in two main groups:
   a) the sports schools
   b) the rest. ²

He also explained that, in general, there seems to be much money available for these various activities. In all cases participation in out-of-school activities is voluntary and enables children to pursue sporting interests which schools cannot always provide.

Sports Schools

Sports schools are not educational establishments but are really 'clubs' in the Western sense. Apart from some exceptions which are described below, children attend sports
schools before or after normal school for the purpose of sports training.

The first children's sports schools (detskie sportivnye shkoly) (DSSh) were established in the school year 1934/35 in Moscow and Tbilisi (Georgia) under the auspices of the USSR Ministry of Education. This was in response to the paucity of facilities and specialist teachers for physical education for children in the general school system at that time as described in Chapter II. Pupils from the sports schools competed in regional, Republican and All-Union sports societies' spartakiads, Young Pioneer meetings and school spartakiads (which began at Republican level in 1934). The sports schools themselves possessed no facilities of their own and were obliged to rent them from other bodies such as sports societies. At the end of 1936, the country's 64 trade union sports societies had at their disposal 353 stadia, 706 gymnastics halls and 340 rowing stations and some of the societies set up junior sports sections with teams including the Junior Dinamo section (Yuny Dinamovets) and Junior Spartak section (Yuny Spartakovets).

By 1937, there were more than 200 children's sports schools; by 1940, 46,000 children were said to be training for a variety of sports in 240 DSSh and working for their BGTO and GTO Stage I badges and in 1948, there were 460 DSSh with over 80,000 pupils. The DSSh were intended to nurture the talents of promising children and provide an initial training for future top-class athletes. Until 1948, Ministry of Education DSSh received little finance and few facilities but, in line with the new state goal to demonstrate Soviet sports prowess internationally, a government call for
sporting excellence in that year gave them more financial assistance than before. It also compelled trade union sports societies to establish sports schools and junior sections, but most of the country's sports schools were still run by Republican ministries of education and were in the larger cities. 11 In 1952, the RSFSR Ministry of Education and the Central Committee of the Young Pioneer Organisation issued the first 'Regulations Concerning Non-School Children's Establishments of the RSFSR Ministry of Education' which set out the content and methods of work in DSSh in line with the communist education of young people. 12

By 1957, there were more than 1220 DSSh with over 276,000 pupils who were striving to develop sports skills. 13 Among their former pupils were Olympic champions G. Zybina (1952, shot put), Boris Shakhlin (1956, 1960, 1964, gymnastics) and N. Anikin (1956, cross-country relay skiing). 14 The sports historian V.V. Stolbov writes that in the mid-1950s the role of sports schools, particularly those of Dinamo, Spartak and the Central Army Club (TsSKA) was increasingly to produce top-class athletes, but that at the same time there was some criticism that Ministry of Education sports schools were being used insufficiently and that efforts should be made to raise their effectiveness. He adds that there were two conflicting views in the pages of sports literature - one held that DSSh stood in the way of sports sections and school sports clubs and should, therefore, be closed, whilst the other maintained that they were of value for the present and the future in guaranteeing a material base for sport and also coaching staff. 15 The latter view proved the more popular with the authorities and DSSh remained the main form of training young athletes; they
continued to develop in number and quality.

The average size of each DSSh rose from 179 pupils in 1940 to 260 pupils in 1958 spread among different sports, but they tended to concentrate mainly on gymnastics, athletics, basketball, volleyball, skiing, swimming, fencing, soccer and speed skating (i.e. Olympic sports) in that order. 16

In 1963, DSSh reduced the number of sports each offered from ten in some cases to three or four to make better use of facilities and specialist training, and in 1966 this was further reduced to one or two sports. In the same year, the age-range of pupils attending sports schools was extended from 10-16 to 7-18 years. This led, in 1966, to a change in the title of sports schools to 'children's and young people's sports schools' (detsko-yunosheskie sportivnye shkoly - DYuSSh) and a 1966 Resolution confirmed them to be "special sports institutions intended to train highly-qualified athletes". 17 The sports offered in DYuSSh consisted almost entirely of Olympic sports and this emphasised the purpose of these sports schools.

In 1967, Yunost (Youth), a sports society for young people, was set up to oversee the activities of DYuSSh and to ensure that minimum standards were being maintained with entry requirements and starting ages to be controlled. By 1967, the number of DYuSSh had grown to 2772 organised by the following bodies:

- education ministries 1605 - 567,400 pupils
- trade unions 1044 - 296,600 pupils
- Dinamo and Armed Forces 123 - 74,700 pupils. 18
Standard syllabuses were drawn up in 1970 by the USSR Council of Ministers, the USSR Ministry of Education and the Communist Party and these specified that DYuSSh were to develop all-round athletes to their highest potential and improve the physical fitness of their pupils with year-round training schedules in their chosen sports. They also called for parents' groups to make parents partially responsible for ensuring their children's regular attendance.

In 1978, the number of sports schools had risen to 5956 with two million pupils of whom 617,000 children attended 2219 trade union sports society sports schools, and a further 270 new schools were planned for 1979-1980. The figure of 5956 sports schools included 678 specialist DYuSSh (spetsializirovannye detsko-yunosheskie sportivnye shkoly) (SDYuSSh), which concentrated on one sport.

The RSFSR Ministry of Education introduced changes in 1978 to the regime of educational and training work in DYuSSh providing for an increase in the volume and intensity of physical loads and a decrease in the size of groups in all types of sports schools. These changes were enforced by September 1979 and were said to have been imposed to lead to better sports results, particularly in the 1980 Moscow Olympic Games arena.

Complaints in Soviet sports journals claimed that trade union sports societies were spending most of their funds on their best athletes and were funding their sports schools, teams, training camps and trips to competitions whilst virtually neglecting the rest of the keen, but not as talented or competitively inclined, sportsmen and women. In one journal it was suggested that no more than 20-25 per
cent of their funds were being assigned to mass sport. 23

The 1981 Resolution 'On Further Improving Mass Physical Culture and Sport' attempted to answer criticism of this type and ordered all Ministry of Education DYuSSh to be open to every child who wished to use them, although many had already been 'open' since 1979. 24 Until then admission had usually been by means of a selection procedure allowing only the most talented and potentially successful children to join and then, once in the DYuSSh, each pupil was subject to regular tests and those who did not reach required standards were told to leave. Sports society DYuSSh have retained these criteria for children entering and remaining in their specialist groups and they continue to aim to produce top-class athletes. Of the Ministry of Education DYuSSh, Deputy Minister of Education, F.E. Shtykalo wrote:

"Before 1980 their primary concern was organising athletic competitions and training individual pupils who demonstrated great athletic potential. Amendments and addenda have now been incorporated in the Statute on Children's and Young People's Sports Schools in the Educational System. In addition to training officially-ranked athletes, they now have the responsibility of promoting mass involvement in physical culture and sport by establishing elementary training groups for all children and adolescents between the ages of 7 and 18 irrespective of their level of physical fitness and the prospect of attaining certain athletic results. This decision has made it possible for a larger number of school pupils to engage in regular physical culture and sports activities". 25
F. E. Shtykalo wrote in July 1985 that, of the more than 6,000 DYuSSh, 4,450 are run by the USSR Ministry of Education through the Republican ministries of education and have three million pupils – an increase in pupils of 20 per cent since 1983. The increase is attributed mainly to the expansion of the elementary training groups whose members are mostly from Classes I to V. In Riga, for example, in DYuSSh Nos. 2, 5 and 8, only five per cent of pupils were said to be from Class VI and above in 1985.26

V. P. Bogoslovsky, Head of the Physical Education Department at the USSR Ministry of Education, told the researcher in April 1985 that ten per cent of all pupils of Classes V to X were in DYuSSh.27 The DYuSSh could take 30 per cent of all pupils but there are reported to be many spare places, and the reason has been suggested that only keen children attend and the drop-out rate is great.28 The spare capacity has enabled the USSR Ministry of Education to direct its DYuSSh to organise their staff to take elementary training groups in general schools or, where school sports facilities are limited, in the DYuSSh themselves.

Dr. D. V. Kolesov, Director of the USSR Institute of Physiology of Children in Moscow, explained that Ministry of Education sports schools were set up initially to offer children the opportunity to pursue the sports of their choice where their own general schools did not have the facilities or staff expertise and interest. Some general schools, he said, do now offer an adequate programme and in those areas, places are not taken up in sports schools. He also explained that sports schools are more specific in their work than general school sports clubs which may operate only once a
week and aim to promote sporting interest. Sports schools, however, have a different approach and are involved in the psychology of sport leading to winning competitions. This is particularly true of sports society DYuSSh where most of the country's most successful athletes begin their training and also of Specialist DYuSSh run by the USSR Ministry of Education. The other DYuSSh, whilst still striving to develop sports skills, are obliged to accept less able children, may receive less financial support than those of the sports societies and, as a consequence, do not attract the best coaches. A further difference between Ministry of Education and sports societies' DYuSSh is that the former accept only pupils of school age (up to 17 years of age), but the latter also train young adults in their schools of higher sports mastery (shkoly vysshevo sportivnovo masterstva) up to the age of 23 years.

The different types of sports school will now be described in turn since each differs slightly in form and function from the others.

Children's and Young People's Sports Schools (DYuSSh) and Specialist Children's and Young People's Sports Schools (SDYuSSh)

Of the more than 6000 sports schools operating in 1985 some 4450 are run and financed by Republican education ministries under the general leadership of the USSR Ministry of Education. The remainder come under the auspices of trade union sports societies such as Lokomotiv, Spartak and the sports societies Dinamo and the Central Army Club. The education ministries finance their sports schools from their annual budget and the trade union sports societies receive theirs from the trade union subscriptions which are
compulsorily levied on each of their workers. Finance for the Dinamo and Central Army Club DYuSSh come from government funds.

The programmes of work for Ministry of Education DYuSSh are compiled by the USSR Ministry of Education and those of the sports societies by the Programme and Methods Department of the Committee on Physical Culture and Sport attached to the USSR Council of Ministers.

Organisation

Each DYuSSh has permanent staff and may also employ some coaches on a part-time basis - either people who already have full-time employment elsewhere or others, mostly women, who prefer a part-time job. Each DYuSSh has a head and one or more deputy heads who each take responsibility for different aspects of the school's organisation. Additionally, there are a number of coaches and medical staff.

The frequency and length of training sessions, the numbers of children in each group, their ages and the minimum standards which they should achieve are all stipulated by the USSR Ministry of Education and the Committee on Physical Culture and Sport. Those which apply in Ministry of Education DYuSSh for track and field athletics, volleyball and basketball are given in Table 32.

The ages at which children may begin training differs from sport to sport although they may join an elementary training group earlier than for a specific sport (see Table 33).

Methods of entry into DYuSSh are as follows:

a) theoretically, Ministry of Education DYuSSh should
## TABLE 32

**TEACHING GROUPS AND THE TIMETABLE OF EDUCATIONAL AND TRAINING WORK IN SPORTS SCHOOLS RUN BY THE USSR MINISTRY OF EDUCATION**

<table>
<thead>
<tr>
<th>YEAR OF THE COURSE</th>
<th>AGES OF THE PUPILS</th>
<th>NUMBER OF PUPILS IN THE GROUPS</th>
<th>NUMBER OF SESSIONS EACH WEEK</th>
<th>MINIMUM REQUIRED STANDARDS SPORTS RANKING</th>
</tr>
</thead>
</table>

### VOLLEYBALL AND BASKETBALL

**Elementary Training Groups**

| 8-17 | 18 | 2-6 |

#### EDUCATIONAL AND TRAINING GROUPS

<table>
<thead>
<tr>
<th>1st</th>
<th>10-11</th>
<th>15</th>
<th>8</th>
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<tr>
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<td>12-13</td>
<td>12</td>
<td>10</td>
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<tr>
<td>3rd</td>
<td>13-14</td>
<td>12</td>
<td>12</td>
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<tr>
<td>4th</td>
<td>14-15</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>5th</td>
<td>15-17</td>
<td>8</td>
<td>18</td>
</tr>
<tr>
<td>Specialist from one year</td>
<td>6</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

**Track and Field Athletics**

(Elementary Training Groups as above)

#### High Jump, Long Jump and Hurdling

<table>
<thead>
<tr>
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<th>15</th>
<th>8</th>
</tr>
</thead>
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<tr>
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<td>13-14</td>
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<tr>
<td>5th</td>
<td>15-16</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Specialist from one year</td>
<td>6</td>
<td>24</td>
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</table>

#### Running

<table>
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<tr>
<th>1st</th>
<th>10-11</th>
<th>15</th>
<th>8</th>
</tr>
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<td>3rd</td>
<td>13-14</td>
<td>10</td>
<td>16</td>
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<td>8</td>
<td>18</td>
</tr>
<tr>
<td>5th</td>
<td>15-16</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Specialist from one year</td>
<td>6</td>
<td>24</td>
<td></td>
</tr>
</tbody>
</table>

#### Throwing, All-Round Combined, Pole-Vault

<table>
<thead>
<tr>
<th>1st</th>
<th>10-11</th>
<th>15</th>
<th>8</th>
</tr>
</thead>
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<td>12</td>
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<tr>
<td>3rd</td>
<td>13-14</td>
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<td>4th</td>
<td>14-15</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>5th</td>
<td>15-16</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>Specialist from one year</td>
<td>6</td>
<td>24</td>
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</table>

### Elementary Training Groups

<table>
<thead>
<tr>
<th>1st</th>
<th>8-9</th>
<th>18</th>
<th>2x45 mins</th>
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<tr>
<td>2nd</td>
<td>10-11</td>
<td>18</td>
<td>2x45 mins</td>
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<tr>
<td>3rd</td>
<td>12-13</td>
<td>18</td>
<td>3x45 mins</td>
</tr>
<tr>
<td>4th</td>
<td>14-15</td>
<td>18</td>
<td>3x90 mins (6)</td>
</tr>
<tr>
<td>5th</td>
<td>16-17</td>
<td>18</td>
<td>3x90 mins (6)</td>
</tr>
</tbody>
</table>

**Note:** The figures in brackets are changes which apply from September 1985

**Source:** Information given to the researcher at the Volleyball SDYuSSh, Vasileostrovsk Region, Leningrad, April 1985
TABLE 33

The Ages at Which Children May Begin to Specialise in Sports in DYuSSh

<table>
<thead>
<tr>
<th>Starting Ages</th>
<th>Sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>from 8 years</td>
<td>acrobatics, Olympic gymnastics, modern rhythmic gymnastics, skiing, swimming, diving, trampolining, table tennis, figure skating; (Note: in some cases children may be permitted to begin training in swimming, gymnastics, diving and figure skating at seven years of age)</td>
</tr>
<tr>
<td>from 10 years</td>
<td>basketball, volleyball, water polo, rowing, wrestling, kayaking and canoeing, speed skating, ski racing, biathlon, handball, sledging, bobsleigh, modern pentathlon, fencing, field hockey, badminton, equestrian sports, track and field athletics, soccer, ice hockey, chess, draughts</td>
</tr>
<tr>
<td>from 12 years</td>
<td>cycling (road and track), archery, small-bore shooting, parachuting, rugby</td>
</tr>
<tr>
<td>from 13 years</td>
<td>boxing, weightlifting</td>
</tr>
<tr>
<td>from 14 years</td>
<td>pistol shooting</td>
</tr>
</tbody>
</table>

take all those children who wish to attend, but restrictions may apply owing to the shortages of space and staff; children apply to join these schools and first join an elementary training group without being tested;

b) to join Ministry of Education specialist sports groups and all sports society DYuSSh groups children are usually tested for physical fitness and potential suitability for their sport. They may apply in response to an advertisement on a poster, in a newspaper or even on the television or radio, and have to attend one or more days of tests. Some children are invited by a coach to attend a trial. The coach may have watched lessons in the local general schools or sports competitions. Others may be recommended to the DYuSSh by their school physical culture teacher.

The number of children who wish to enter a DYuSSh (or in many cases the number of parents who wish their children to enter the DYuSSh) may far outnumber the places available. The Head Coach of the Leningrad Lokomotiv Swimming SDYuSSh told the researcher in 1983 that he regularly receives as many as 1000 applications for the 200 places for seven year old entrants. At the trials the children are tested for swimming ability, mobility, co-ordination, shoulder and back mobility and stature. He looks, in particular, for children who will grow tall and have long limbs since this should help them to be faster in the water than shorter people.
The Moscow Dinamo SDYuSSh Gymnastic Section employs coaches who work only on entry trials and 'elimination' examinations of present pupils for the entire year. Coaches at this DYuSSh do not go out into schools looking for talent as their reputation draws hopeful parents to bring their young children for trials from all over the city. 31

The trials at a Ministry of Education Gymnastics SDYuSSh in Moscow, visited by the researcher in 1981, were said by the Head to include tests for power, flexibility and ability. He admitted that, although gymnasts require courage and determination, it is not possible to determine these in a child of six or seven years of age. 32 In each of these sports schools the coaches look at children's parents, and even grandparents, to assess the likely size to which the child may grow. The entry procedure into a DYuSSh is only possible if the child's parents give their permission, his/her general school headteacher gives permission and the general school doctor certifies the child to be fit. The sequence for application is as follows:

i) the child (or parents on his/her behalf) decides to apply to enter the DYuSSh

ii) the parents sign the application form

iii) the general school head teacher stamps the application to confirm that the child is maintaining a good standard of academic work

iv) the general school doctor stamps the form certifying the child fit and healthy

v) the application form is then considered by the DYuSSh and the child may be invited for a trial.

Once a child enters a DYuSSh, close contact is
maintained between the academic school and sports school. Each child has a school work record book in which marks are recorded for all lessons and once a week this must be shown to the DYuSSh coach who acts as a tutor. The Head Coach at the Lokomotiv Swimming SDYuSSh in Leningrad said that if he sees that a child's school work is receiving lower marks, he talks to the child and tries to encourage him/her to work harder. If an improvement is not forthcoming, then the child is told that the swimming must stop until the academic work improves. 33

All DYuSSh coaches are encouraged to maintain close liaison with their pupils' general schools, and permission must be sought and gained from the headteacher and local education offices before a child may take part in any competitions. 34

Children receive all their coaching, use of facilities and sports uniform free of charge. They may be charged a token payment for attendance at a sports training camp during the vacations, but this, and their travel to and from the DYuSSh from school and home, appear to be the only financial outlay for their families.

The Tasks of Children's and Young People's Sports Schools

The DYuSSh of today are expected to fulfil a number of tasks. According to physical education lecturer, M.M. Nepravsky, they should:

i) improve children's health;

ii) offer children the opportunity to choose and go in for their favourite sports (often those not available in their general schools);

iii) identify and develop the best talent, sending the
very best to SDYuSSh or to sports boarding schools to prepare them for Republican or All-Union teams;
iv) train physical culture 'activists' for schools;
v) help organise extracurricular work in schools. 35

1) **Improving children's health**

The work of Ministry of Education DYuSSh, in offering physical activity to all children who wish to take part and also in sending coaches into schools to assist in extracurricular activities, can certainly be said to play an important role in improving children's health on a mass scale. Their scientifically-planned Ministry of Education controlled syllabuses and qualified coaches probably ensure that children are subjected only to reasonable physical loads. Because only keen children take part in DYuSSh activities, they are likely to be the most energetic and, therefore, the fittest and most healthy already. Sports training and participation in regular physical activity at the DYuSSh ought to improve and reinforce their health. However, those who are less healthy probably seldom have contact with DYuSSh work. Sports society DYuSSh tend, mainly, to deal only with specially-selected children who must first be strong and healthy to be selected. Some of their staff assist in general schools but, on the whole, they are not concerned with mass physical culture and sport except to assist in teaching swimming in general schools to children of seven to ten years of age as directed by the Committee on Physical Culture and Sport. 36

DYuSSh are concerned not only with children's physical health, but also their psychological and social well-being. Of pupils in a DYuSSh in Gori it has been said:
"They are not only learning sporting skills, but also good organisation, a feeling of comradeship, the ability to spring back after a failure and to believe in their own capabilities. By providing schoolchildren with all the facilities for sport, the town has solved a major problem of how adolescents spend their free time. Their energy finds a natural outlet. Sport, moreover, gives them an opportunity to find their self-assurance which is so important at that age". 37

Indeed, it is part of a coach's work to train pupils morally and socially and to help them grow up as young 'builders of communism'.

ii) Offering children the opportunity to take part in sports they might not otherwise be able to pursue

General schools offer a physical education curriculum to their pupils which is determined wholly by regulations imposed by the USSR Ministry of Education in which those sports which may be offered are specified for physical culture lessons. Not all schools have the facilities or staff expertise to teach all these sports in lessons or as extra-curricular activities, and it is unusual for general schools to be able to offer sports other than those on the physical culture timetable because of the above constraints. DYuSSh can often offer other sports such as fencing, boxing, tennis, chess, rugby, field hockey, water polo and rowing. Even where a DYuSSh offers a sport which children can learn in their general school, the levels of training and specialisation will usually be much higher in the DYuSSh and the facilities

* Chess is considered to be a sport in the USSR.
are usually better.

iii) **Identify and develop the best talent for high-level competition**

Since children who attend specialist groups in DYuSSh have undergone a selection procedure, they have already been singled out as having the potential to attain a high level of performance. The coaching staff of DYuSSh are usually graduates of physical culture institutes and have undergone an intensive course to prepare them to teach a specific sport, unlike physical culture teachers who have learned to teach a more diverse variety of activities.* All pupils of DYuSSh who are specialising in a sport have the opportunity to take part in competitions on a regular basis and this is considered an important part of their training. At the Lokomotiv Swimming SDYuSSh in Leningrad, for example, there are swimming races every Saturday within the sports school. From the age of 11 years the children may enter city competitions, and All-Union competitions from the age of 13. By holding competitions within a DYuSSh, the children are subjected to psychological pressures akin to major competitions but without the results of the performance being very important. In this way, coaches can guide the children to prepare themselves mentally for competitions. Pupils at DYuSSh regularly compete against talented youngsters from other DYuSSh and may, thus, recognise the need to train harder to win and so improvements should occur. The best are selected for representative teams.

iv) **Train physical culture activists for schools**

Pupils from DYuSSh are expected to propagandize sport

* See Chapter VII for teacher and coach education.
among their fellow pupils at general schools. They are supposed to be exemplary pupils in all aspects of school-life and persuade their friends of the value of regular physical activity.

v) Help organise extracurricular work in schools

In addition to sending some of their coaching staff to take sports sessions in general schools, DYuSSh also teach their own pupils how to referee or judge their own sports. These children can then assist in sports events at their general schools and may be able to supervise and help teach younger pupils.

Facilities

In general, DYuSSh which are sports society run and financed have the best facilities since they have the most money at their disposal and Dinamo and the Central Army Club seem to be able to provide the very best in the country. The Dinamo sports complex in Moscow has a large gymnastic hall with permanently set-out equipment in which a gymnastics SDYuSSh operates, an ice rink with an ice skating SDYuSSh, a soccer pitch and indoor soccer training area with a soccer track and field athletics facilities and an artificial field hockey pitch. Some of these facilities were used for the 1980 Olympic Games. Dinamo teams and adults also use the facilities for training sessions. There are also laboratories and a medical centre on the site. The sports facilities of the Znamensky Brothers SDYuSSh for track and field athletics in Moscow include a winter and a summer stadium. Each has provision for every event and year-round training can take place. The school is run by the

* All First and Second Division soccer teams run their own SDYuSSh.
Spartak Sports Society and is also used by adults, especially in the evenings. The facilities are used in the daytime by top-class athletes (former world pole-vault record holder Vladimir Polyakov was training when the researcher visited the school in 1981). There is a small medical centre on the site, but any serious injuries are taken to a specialist sports polyclinic in the area.

The Lokomotiv SDYuSSh for swimming in Moscow is situated in the Dom Fizkul'tury Lokomotiva (Locomotive House of Physical Culture) where there is a large pool 25 metres long with six lanes, a smaller shallow training pool, a large sports hall for exercising and playing basketball and volleyball and an area for wrestling. The facilities are used regularly by adult members of the Lokomotiv Sports Society.

Those DYuSSh which are run by sports societies usually use the facilities of that society and children's training sessions are timetabled during the day and late afternoon/early evening to allow adults to come in after work during the evenings. Some of the best adult athletes are given time from their working day to train, and the children of the DYuSSh can see them training and are probably motivated by them.

Ministry of Education sports facilities tend not to be as well equipped as those of the sports societies since they receive less financial support, however, some are very well endowed, especially SDYuSSh, SDYuSSh of Olympic Reserves and sports boarding schools (see below).

During a day of sightseeing in Moscow, the researcher
walked around some of the streets and courtyards not far from Red Square in the Sverdlovsk Region, saw a DYuSSh and went in. It taught gymnastics to girls and judo to boys. There were three halls upstairs for gymnastics, one large and two small, and three relatively small judo halls downstairs. Each hall was used for different age groups. The building looked very old and, externally, was in a considerable state of disrepair, but inside it was clean and bright. The floors were made of floorboards which were rather uneven and were painted. The largest gymnastics hall floor was sprung, the others seemed not to be. There was very little gymnastic apparatus and, compared with other DYuSSh which have been observed, it was very poorly equipped. One might have expected a DYuSSh in the centre of Moscow to be well endowed with facilities and equipment, but as this example was not so, it seems likely that others in the country as a whole may be like this.42

One particularly well-equipped Ministry of Education SDYuSSh in Moscow specialises in gymnastics. The Head, M. Ranko, explained that it is the country's oldest sports school and was founded in 1934. Originally, it taught five different sports but in 1968, after particular successes in gymnastics, it was given new facilities and made into a SDYuSSh for gymnastics. There were two halls, one for boys and one for girls, each was set out permanently with a large matted area at one end and apparatus at the other. They were large and airy and almost as good as the best at Dinamo. The Head acknowledged that Dinamo had more money and were better equipped but added that his pupils perform just as well. He only regretted that they had places for just 435 children but would like to have taken more.43
Coaches

In former years, general schools have suffered shortages of specialist teachers for physical education activities; in part, this was due to many of the people who had trained going to work in sports schools. Today, the balance is being redressed and general schools have more specialists than ever before. DYuSSh employ mainly coaches who have undertaken a course in a faculty of sports coaching at a physical culture institute. However, a Pro-Rector of the Lesgaft Institute in Leningrad, S.P. Yevseev explained that graduates of the Education Faculty do gain posts in DYuSSh. In his opinion, those who had completed a course to be sports coaches were better suited to work in DYuSSh since they had completed 750 hours of specialisation in one sport.

At the SDYuSSh in the Vasileostrovsk Region of Leningrad which specialises in volleyball, of the 18 full-time and five part-time coaches, most are graduates of the Herzen Pedagogical Institute and the Lesgaft Physical Culture Institute and come from both faculties, explained the Deputy Head. It seems likely that Ministry of Education DYuSSh are willing to employ physical culture teachers, especially for their elementary training groups and, certainly, that specialist coaches are preferred in specialist DYuSSh.

The sports society DYuSSh attract the best former athletes as coaches. In 1981, it was reported that there was one International Class Master of Sport for every four trade union DYuSSh and one for every 20 run by the Ministry of Education. For example, Olympic bronze medallist, Andrei Smirnov (1976 400m Individual Medley) is a coach at
the Lokomotiv Swimming SDYuSSh in Leningrad, and Irina Rodnina and Alexei Zaitsev (1976 and 1980 Olympic gold medallists in Pairs Figure Skating) teach at the Dinamo ice skating sports school. Because many top athletes have trained for their sport whilst attending higher education courses to become teachers or coaches, it is natural for them to pursue these careers once they have retired from top-class competition. It is also considered a duty of the best athletes to help train youngsters and to take part in sports propaganda activities.

Although it seems likely that most DYuSSh coaches are specialists this is not true in all regions. In the Aktyubinsk Region of Kazakhstan, for example, in 1984 it was reported that only 26 per cent of coaches in the region's DYuSSh were specialists. 47

In addition to running training sessions a coach's other duties include organisation, education, judging, medical control and self-improvement. 48

In the top sports schools, particularly with the older children, the ratios of coaches to children are very small. For gymnastics groups as many as three coaches may work with children, one each for acrobatics, choreography and gymnastics. Some coaches specialise in particular pieces of apparatus, others move to each piece of apparatus with their own groups.

Medical supervision

When children are tested for possible entry into sports schools they are given a medical examination to ensure that they are fit enough to withstand the rigours of the forth-
coming training loads. The more intensive the training the stronger the children must be. In the case of sports boarding school entrants, because the financial outlay is great per pupil and the disruption of moving a child to such a school is quite considerable, the authorities are, no doubt, anxious not to enrol children with structural or functional defects which might cause the child injury and necessitate his/her withdrawal from the sports school as training loads intensify.

Once certified fit enough to enrol at a sports school, each child is again medically examined twice each year - in the autumn and in the spring. Before each competition, the child must again be certified fit to compete.

All the sports schools visited by the researcher employed at least one full-time doctor and nurse, the larger ones attached to sports societies had more. Discussions with doctors indicated that they deal with routine testing and minor injuries in their sports schools but that specialist doctors in polyclinics treat the more serious injuries and conditions. They also assist by testing children referred to them by sports school doctors.

A medical record is kept of each child, a copy of which appears in Appendix K. At the Vasileostrovsk Region Volleyball SDYuSSh in Leningrad the doctor explained that he liaises with the trainers in caring for the pupils:

"If a child is unfit for some reason he/she comes to see me. If he/she is, nonetheless, well enough to train the coach and I discuss lessening the training load and we watch the child very carefully". 49
At the Znamensky Brothers Athletics SDYuSSh in Moscow the doctor explained:

"All the testing is done in our medical centre and always in the presence of the child's coach."

The areas of testing include height, weight, respiratory system, cardio-vascular system, strength, skin fold, stature, nervous system, urinary system, eyes and ears. Testing is done at rest and after exercise to show the effects of physical loading on the body. Where necessary, children are referred to a specialist.

**Training Sessions**

The length and frequency of training sessions are set by Regulations from the USSR Committee on Physical Culture and Sport and the USSR Ministry of Education. Examples are detailed in Table 32. Children normally attend in out-of-school hours and during vacations.

Where children attend general school in the morning, they go to their DYuSSh in the afternoon and/or early evening. If they attend a general school for the afternoon shift, then they go to their DYuSSh in the mornings. Preparatory groups and elementary training groups do not

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*a* It should be noted that, like most European countries, the USSR medical service relies mainly on specialists rather than general practitioners.

*b* Exceptions to this are sports classes in general schools and sports boarding schools - both are described later in this chapter.
undergo specialist training but, instead, take part in a variety of sports and do all-round development exercises. The aim is to interest and strengthen these children.

As stated earlier, the ages at which children may specialise in a sport are regulated by the USSR Ministry of Education and the USSR Committee on Physical Culture and Sport and are shown in Table 33. Once specialist training commences, this does not preclude general developmental work. For example, at the Lokomotiv Swimming SDYuSSh in Leningrad, a class of 13 year olds was observed exercising in the gymnasium, taking part in relay races, playing basketball and swimming, all in one three-hour session.*

In DYuSSh and SDYuSSh where more than one sport is offered, certain days may be assigned to each if space is limited. In the Vasileostrovsk Region SDYuSSh, for example, the timetable is as follows:

- Mondays and Thursdays - track and field athletics
- Tuesdays and Fridays - basketball
- Wednesdays and Saturdays - volleyball

They also schedule elementary training groups every day. The Deputy Head explained that a pupil could choose more than one sport but there would be no sense in that since the time and work load would be too great. 51

Once a child enters a specialist sports group he/she must maintain certain standards of performance. These are laid down by the USSR Ministry of Education and the USSR Committee on Physical Culture and Sport and are known as the

* This training session and others are described in Appendix L.
All-Union Sports Classifications. The standards are shown in Table 32. In the initial stages of a child's training, the work is based upon the GTO programme and then, once he/she joins a specialist group, the work is based upon the All-Union Sports Classifications for that sport.* In specialist groups children are assessed each year and may be asked to leave if they cannot achieve the standards. In this way the groups are reduced in size, allowing only the best to proceed in smaller classes and receiving more individual tuition. At the Lokomotiv Swimming SDYuSSh the numbers of children in each group in 1983 were approximately as follows: 52

<table>
<thead>
<tr>
<th>Age Years</th>
<th>Number of children per year group</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>200</td>
</tr>
<tr>
<td>8</td>
<td>80</td>
</tr>
<tr>
<td>9</td>
<td>60</td>
</tr>
<tr>
<td>10</td>
<td>40</td>
</tr>
<tr>
<td>11</td>
<td>35</td>
</tr>
<tr>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>13</td>
<td>25</td>
</tr>
<tr>
<td>14</td>
<td>10</td>
</tr>
<tr>
<td>15</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>one group</td>
</tr>
<tr>
<td>17</td>
<td></td>
</tr>
</tbody>
</table>

The Head Coach explained that many children become very upset when they are told that they must leave the group, especially if they are enthusiastic about swimming, but these

* See Chapter II and Appendix A for details of the All-Union Sports Classifications and GTO programme.
children may join a water-related sports group at another DYuSSh, such as water polo or pentathlon. He also added that, although 120 children leave his groups after the first year, many of these have simply neither the interest nor the dedication to go on to a second year anyway. Children, he said, are warned beforehand if their performances are falling below the required standard and coaches try to help them to improve through tutoring and extra training. 53

The number of training sessions each week and the times at which they occur vary according to the sport and also to the type of sports school in which they are given. Those which have not yet been described are explained below.

**Specialised Children's and Young People's Sports Schools for Olympic Reserves**

This is an honorary title given to relatively few SDYuSSh in recognition of a good record of results, such as producing several Masters of Sport, having good facilities and qualified and experienced coaches and was first awarded in the mid 1970s. The title is not given in perpetuity to a SDYuSSh, but usually for four years before an Olympic Games. Each SDYuSSh for Olympic Reserves is expected to produce a number of top-class athletes by the end of this period. For their extra effort their coaches receive 15 per cent extra salary higher than other SDYuSSh coaches. Should their standards fall, then a SDYuSSh for Olympic Reserves is demoted. For example, in the city of Brest there have been as many as seven schools for Olympic Reserves but, in 1985, this number was reduced to two - one for fencing and one for soccer. 54 In the country as a whole in 1986, there were reported to be nearly 800 such sports schools. 55
The soccer SDYuSSh for Olympic Reserves in Brest is run by the Ministry of Education and has 542 pupils of ages 8 to 17 years. They are split into 36 groups including six groups who receive a high-level specialist training. Training times are either in the morning between 8.00am and 1.00pm, or in the afternoons and early evenings from 3.00-9.00pm according to general school shifts. At the age of 8 years boys train for six 'academic' hours (45 minutes) each week and at age 17 this rises to 14 'academic' hours. The Head explained that 8 of the school's former pupils now play for Dinamo Brest and one for Dinamo Minsk. The school has 9 coaches, an indoor hall 72x18 metres and two outdoor grass pitches - one full-size and one a mini-pitch.

Sports Classes in General Schools

Since the early 1970s, to help children more easily combine sports training with their academic work, some general schools have been operating sports classes. These are attached to otherwise ordinary sports schools or specialised sports schools and training sessions may be held at the DYuSSh, or at the general school if facilities are available and the coaches come to the children.

Before they enter a sports class, children first attend a sports school's preparatory group and at this stage it is irrelevant which general school they attend. When they are about ten or eleven years of age, the best children may be invited to join a sports class which continues to train under the auspices of the sports school but receives its academic education at one general school. For some this means moving schools. The pupils of a sports class are all of the same age and have all their academic lessons and training sessions
Some schools have only one sports class whilst others may have two or more. Schools are not obliged to have a sports class but, in the opinion of a deputy head of a SDYuSSh:

"Schools generally like to have sports classes and agree to have them as they provide some of their extracurricular work and are no trouble to the physical culture teachers". 56

The Headmistress of School No.112 in Moscow, which in 1985 had one sports class for swimming run by the Dinamo Sports Society, spoke of the advantages of the class to her school:

"It facilitates the organisation of extracurricular work in the school as the sports class pupils are mass 'activists' and an example to the others. Because Moscow city centre does not have a great number of sports schools we try to encourage our pupils to take part in the school's extracurricular work". 57

At her school the sports class was formed when they were in Class IV and, by April 1985, they had reached Class VII and were to continue to Class X together. There were 28 children in the class - 14 boys and 14 girls of whom the 9 best attended a group of 'Olympic Reserves' training at the Dinamo swimming training facilities. The sports class had just one coach, N.P. Brovkina, who was employed by Dinamo to work at the school. She said that, of the 28 swimmers, possibly one boy and one girl might be good enough for selection for the
Soviet team by the age of 16 or 18 years. In 1985, the group had amongst them three Candidate Masters of Sport and 7 First Rank Swimmers. 58

For their first four years in the sports class the swimmers are classified as children for training purposes with 9 sessions each week - three in the morning and six in the evenings. In year five, they are classified as adults and have 12 training sessions - six in the mornings and six in the evenings. Their timetable is as follows in their fourth year:

8.30 - 10.30am - training three days a week, otherwise.

10.30 - 2.15pm - academic classes

2.15 - 5.00 or 6.00pm - lunch, rest/sleep, homework

either 5.00 - 6.30pm - training six days a week

or 6.00 - 7.30pm

Those in the Olympic Reserves group had additional afternoon training sessions and were said to train every day except I May. 59

The swimming class not only has a specially-tailored timetable of academic lessons but other provisions are made to ensure that the pupils have the best possible conditions. The pool (25 metres x 4 lanes) is made available to them for training sessions, they receive extra food at lunch times - a piece of meat, an apple and an orange each day, two dormitories, one for the girls and one for the boys to rest in after lunch and a work room in which to do their homework.

The sports class at School No.112 was brought together from other schools and the children were chosen for their potentially good swimming performances. However, the Head-
mistress commented when asked if any children ever leave the group because their interest declines or they do not swim well enough:

"There are no drop-outs. Many of the children understand that they are now only average swimmers but they stay in the class. We gather talented children and provide fully for their training, food and accommodation all day, costumes and a summer camp but a problem is that, of the 28, only 14 or so are very talented and will ever compete at a reasonable level". 60

Their coach commented that, if a child stops improving his/her swimming performance, he/she continues to attend the training sessions but in Classes IX and X may instead take up another sport, such as water polo or rowing, where their strength and confidence in water will be useful. She also added that a coach of a sports class has no problems if the class is doing well in its academic work and in sport. Of her own position she said:

"One advantage here is that there is an agreement between Dinamo and the school. The facilities I require are all on-site and everything is really quite easy. Further, the results of the group have been quite good so far". 61

The same school had previously had a sports class for soccer which was not replaced once pupils had left after Class X. No reason was given for not continuing with this sport, but a Dinamo soccer coach continues to work in the
In Leningrad in 1985, the Vasileostrovsk Region SDYuSSh had six sports classes which were based on three secondary schools:

School No.7 - Classes V and VI  
School No.15 - Classes VII and VIII  
School No.35 - Classes IV and IX

Some of the classes did volleyball, others track and field athletics but all the children in each class did the same sport. Like the previously-described sports class, these trained in the mornings and evenings but were based in a Ministry of Education SDYuSSh. Some of their sessions were at their own schools, others were at the SDYuSSh. 62

At the Lokomotiv Swimming SDYuSSh in Leningrad, pupils of seven to eleven years attend the general school for their catchment area and training sessions are scheduled to allow them time to travel from school. This they do for five years and then at 12 years of age, when the number of children training has dropped to around 30, they move to a general school close to the SDYuSSh and are formed into a sports class. Two schools have these sports classes - No.300 and No.309. In the case of this SDYuSSh, the group numbers decrease as the children grow older and only the best remain as shown above. The general school must, therefore, either send the rejected children back to their original schools or make provision for them in other classes. In 1983, there were several sports classes with a total of 89 children from Class VI upwards at the school. The training schedules at the Lokomotiv Swimming SDYuSSh for 1983 are given in Table 34. The Head Coach commented that the programme is determined by
### TABLE 34

**TIMETABLE OF WEEKLY TRAINING SESSIONS AT THE LOKOMOTIV SWIMMING SDYuSSh IN LENINGRAD IN 1983**

<table>
<thead>
<tr>
<th>Year</th>
<th>Age</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>7 years of age</td>
<td>2 x 1½ hours in the afternoons/mornings 45 minutes gymnasium/45 minutes pool</td>
</tr>
<tr>
<td>II</td>
<td>8 years of age</td>
<td>3 x 1½ hours in the afternoons/mornings 45 minutes gymnasium/45 minutes pool</td>
</tr>
<tr>
<td>III</td>
<td>9 years of age</td>
<td>6 x 1½ hours in the afternoons/mornings 45 minutes gymnasium/45 minutes pool</td>
</tr>
<tr>
<td>IV</td>
<td>10 years of age</td>
<td>6 x 1½ hours in the afternoons/mornings 45 minutes gymnasium/45 minutes pool</td>
</tr>
<tr>
<td>V</td>
<td>11 years of age</td>
<td>6 x 1½ hours in the afternoons/mornings 45 minutes gymnasium/45 minutes pool</td>
</tr>
<tr>
<td>Sports Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td>12 years of age</td>
<td>9.00-9.45am, one school lesson 10.00-11.30am, training - 45 minutes gymnasium/45 minutes pool</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12.00-2.45pm, lunch, lessons, rest 3.00-4.30pm, training - 45 minutes gymnasium/45 minutes pool</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tuesdays, Thursdays, Saturdays - school lessons in mornings, lunch and rest 2.30-5.30pm, training - 1½ hours gymnasium/1½ hours pool</td>
</tr>
<tr>
<td>VII</td>
<td>13 years of age</td>
<td>as for Year VI</td>
</tr>
<tr>
<td>VIII</td>
<td>14 years of age</td>
<td>3x/week - 8.30-10.00am, training in pool 10.30-3.30pm, lessons, lunch, rest</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6x/week - 3.45-6.15pm, training - 1 hour gymnasium/1½ hours pool</td>
</tr>
<tr>
<td>IX-X</td>
<td>15-17 years of age</td>
<td>12 training sessions per week each of 1½ hours - 6 in mornings, 6 in afternoons</td>
</tr>
</tbody>
</table>

**Source:** Information given by the Head Coach at the Lokomotiv SDYuSSh, April 1983.
the USSR Committee on Physical Culture and Sport, but each coach may decide upon the details for his/her own training sessions. There were also 7 pupils from sports boarding school No.62 who trained regularly at the Lokomotiv SDYuSSh.

Sports classes therefore, may be run by the Ministry of Education or by sports societies and have three clear aims:

a) to produce top-class athletes;
b) to train 'activists' and help schools with the propaganda of sport;
c) help schools with extracurricular sport.

The production of top-class performers would seem to be the primary task of sports class coaches.

The sports class system has been found to be a successful compromise between children's sports training and educational work as evidenced by the rapid increase in the number of sports classes (see Table 35).

Sports Boarding Schools

Sports boarding schools (sportivnye shkoly-internaty) were first set up in the USSR in 1961 and were based on similar East German sports schools which had appeared in about 1950. The Georgians reportedly claim to have created the very first sports boarding school in Tbilisi in 1947. By 1970, there were 20; each Republic had a sports boarding school and there were also a few others in various cities and a government Resolution officially acknowledged their creation. At these schools children followed the normal academic curriculum of secondary schools but were also subjected to sports training at a high level with the aim
### TABLE 35

**THE EXPANSION OF SPECIALIST SPORTS CLASSES IN THE RUSSIAN REPUBLIC 1974-1980**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NO. OF SPECIALIST CLASSES</th>
<th>NO. OF PUPILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1974 - 1975</td>
<td>58</td>
<td>1800</td>
</tr>
<tr>
<td>1975 - 1976</td>
<td>206</td>
<td>6380</td>
</tr>
<tr>
<td>1976 - 1977</td>
<td>519</td>
<td>15,644</td>
</tr>
<tr>
<td>1977 - 1978</td>
<td>837</td>
<td>26,271</td>
</tr>
<tr>
<td>1978 - 1979</td>
<td>1517</td>
<td>46,807</td>
</tr>
<tr>
<td>1979 - 1980</td>
<td>1878</td>
<td>55,601</td>
</tr>
</tbody>
</table>

of producing top-class athletes.

"These schools gradually became centres for youth sport and provided athletes for the country's teams". 67

Sports boarding schools are financed and run by the USSR and Republican Ministries of Education. By 1978, their number had risen to 26 68 and in the educational year 1983-84 there were 40 with 15,121 pupils. 69 They take the most talented children from a whole region, especially from rural areas as these youngsters do not usually have access to a specialist sports school.

Children usually attend a sports boarding school from between 11 and 18 years of age which allows them one extra year to complete their secondary education and cope with the additional burden of sports training. The selection procedure is by interview and trials like other high-proficiency sports schools, and adverts in the press invite applications.

Provision is made for the pupils to have an especially nutritious diet, full accommodation, fares paid from home, sports clothing and vacation sports camps, all free of charge. Their timetable includes normal academic lessons but no labour training and no physical culture lessons, but makes provision for sports training sessions one to three times a day according to age, that is, before lessons, after lessons and in the evenings. 70

The sports offered are only those of the Olympic Games; the exception is chess which was introduced to one school (in Baku) in 1983. Unlike other sports schools, boarding
schools in many cases offer a wide variety of sports, all to a high level, for example, in Minsk 14 are offered.* A breakdown of the number of pupils training for each activity is given in Table 36. The sports have been listed in descending order to show the number of pupils in sports boarding schools for each sport. Track and field athletics commands almost twice as many places (2512) as its nearest rival, swimming (1401). The wide variety of track and field events demands specialisation by athletes and each event requires quite specific coaching, and this could be the reason for the many places for this sport. Swimming is still a relatively new sport in the USSR and continues to lack facilities for training. It is logical then to concentrate promising youngsters from poorly-equipped areas in swimming centres such as sports boarding schools. Other sports take many fewer children, for example, archery (20).

All the sports taught in sports boarding schools require quite specific instruction to enable the pupils to raise their levels of performance to those required for high-level competition, and not every area may have the coaching staff and facilities for this. The USSR is a vast country and inevitably many children live too far away from the 6000 or so DYuSSh and so, without sports boarding schools, their talents (often learned through folk games) would be lost.

The government regularly reviews the position of sports boarding schools and stipulates the places each should offer and in which sports. This is part of the overall planning of its physical culture movement which includes decisions on

* See Appendix M for a list of sports boarding schools 1983/84, their pupil numbers and sports offered.
TABLE 36

SPORTS TAUGHT IN SPORTS BOARDING SCHOOLS, THE NUMBERS OF SCHOOLS OFFERING EACH SPORT AND THE NUMBERS OF PUPILS PER SPORT

<table>
<thead>
<tr>
<th>SPORT</th>
<th>NUMBER OF SPORTS BOARDING SCHOOLS OFFERING SPORT</th>
<th>PUPILS PER SPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Track and field athletics</td>
<td>30</td>
<td>2512</td>
</tr>
<tr>
<td>Swimming</td>
<td>23</td>
<td>1401</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>18</td>
<td>1057</td>
</tr>
<tr>
<td>Soccer</td>
<td>18</td>
<td>1009</td>
</tr>
<tr>
<td>Rowing</td>
<td>17</td>
<td>883</td>
</tr>
<tr>
<td>Kayak and canoe</td>
<td>16</td>
<td>712</td>
</tr>
<tr>
<td>Freestyle wrestling</td>
<td>17</td>
<td>651</td>
</tr>
<tr>
<td>Graeco-Roman wrestling</td>
<td>18</td>
<td>621</td>
</tr>
<tr>
<td>Cycling (track and road)</td>
<td>14</td>
<td>602</td>
</tr>
<tr>
<td>Skiing</td>
<td>9</td>
<td>475</td>
</tr>
<tr>
<td>Volleyball</td>
<td>9</td>
<td>396</td>
</tr>
<tr>
<td>Basketball</td>
<td>8</td>
<td>382</td>
</tr>
<tr>
<td>Fencing</td>
<td>8</td>
<td>357</td>
</tr>
<tr>
<td>Handball</td>
<td>8</td>
<td>351</td>
</tr>
<tr>
<td>Boxing</td>
<td>10</td>
<td>350</td>
</tr>
<tr>
<td>Judo</td>
<td>10</td>
<td>336</td>
</tr>
<tr>
<td>Weightlifting</td>
<td>9</td>
<td>280</td>
</tr>
<tr>
<td>Ice skating (figure and speed)</td>
<td>3</td>
<td>245</td>
</tr>
<tr>
<td>Small-bore shooting</td>
<td>5</td>
<td>175</td>
</tr>
<tr>
<td>Winter sports</td>
<td>2</td>
<td>146</td>
</tr>
<tr>
<td>Diving</td>
<td>4</td>
<td>145</td>
</tr>
<tr>
<td>Water polo</td>
<td>3</td>
<td>120</td>
</tr>
<tr>
<td>Modern pentathlon</td>
<td>4</td>
<td>100</td>
</tr>
<tr>
<td>Ice hockey</td>
<td>1</td>
<td>71</td>
</tr>
<tr>
<td>Biathlon</td>
<td>2</td>
<td>65</td>
</tr>
<tr>
<td>Luge</td>
<td>1</td>
<td>65</td>
</tr>
<tr>
<td>Chess</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Archery</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Additional numbers</td>
<td>30</td>
<td>849</td>
</tr>
</tbody>
</table>

Note: For three sports boarding schools no breakdown of sports is available (720 pupils)

Source: Compiled from figures taken from Byulleten' normativnykh aktov Ministerstva prosveshcheniya SSSR, (1983), No.11.
the numbers of athletes with high sports rankings, coaches, teachers of physical culture, judges and referees which there should be 10-15 years ahead. The numbers of youngsters training in sports schools is carefully planned to provide the country with its future international teams. Where a sport is allocated only a few places in sports boarding schools the planners obviously feel that they can supply their needs elsewhere (sports boarding school places must surely be costly). It seems unlikely that the authorities would wish to field understrength teams in the international arena and particularly not in the Olympic arena.

The Document from which the above-mentioned figures have been taken gives 'additional numbers' of children for 30 of the sports boarding schools - a total of 849 pupils, but no explanation is given of their sports. It may be that the schools are permitted to select these children's sports themselves, but this seems unlikely as the system relies upon well-planned numbers. Possibly these are children in preparatory groups who attend the schools at an age before which they must specialise.

Sports boarding schools may be criticised for accepting only the elite in a society where all are supposed to be treated equally, although they do recognise the existence of talent and the need to 'educate' that differently when it occurs and is recognised. In their early years, sports boarding schools experienced a reluctance on the part of some parents to let their children go away from home and, in effect, be cared for by the State.

The 1983 Document 'On Recruitment for the 1983/84 Educational Year and the Opening of New Sports Boarding Schools'
noted that:

"The majority of sports boarding schools fulfil their planned tasks by training highly-ranked athletes and training reserves for the country's top teams". 73

Of the others, the Document levels the following criticisms:

i) some are not achieving their planned quota of international-class athletes;

ii) some pupils have been accepted who are not capable of the high levels of training and some of these have deviations in their state of health;

iii) youngsters have been enticed from other sports schools.

Despite these failings and admissions that their requirements and standards generally remain unfulfilled, the USSR Ministry of Education and the USSR Committee on Physical Culture and Sport issued the following orders:

i) quotas of pupil numbers and sports are to be set (see Appendix M);

ii) new sports boarding schools are to be opened in Brovar (281 pupils), Tailyak (281 pupils) and Volgograd, Cheboksar and Stavropol (240 pupils in each) - sports and staffing to be decided later for the last three;

iii) each Republican Ministry of Education and Sports Committee will work to strengthen their supervision of the work of sports boarding schools and annually reassess their staff;

iv) supervision of fulfillment of the order is to be the responsibility of the Physical Education Department and the Board for Olympic Training and Sports Reserves;

v) an earlier decision to open a rowing sports boarding school in Tailyak is revoked. 74
This Document revealed more information about sports boarding schools than usual. Previously we have not been told as much as this about pupil numbers and their sports. Because we do not have similar data from earlier years we cannot make accurate assessments of trends but it does seem that, overall, pupil numbers have increased considerably. In April 1985, V.P. Bogoslovsky told the researcher that there were about 15,000 pupils in them (no change). 75

The Soviet authorities clearly feel that the cost of keeping over 15,000 children in sports boarding schools is worthwhile since, according to physical education lecturer, M.M. Nepravsky, they:

i) are not only for top athletes but also prepare young people to become teachers and coaches;

ii) prepare top athletes even if not everyone reaches the highest levels;

iii) give children from rural areas an opportunity to attend sports schools which would otherwise have been denied them. 76

In this way, the country benefits by being able to train its young and best athletes more easily, and those who do not make the grade are still pursuing a preliminary teaching or coaching training.

Sports and Health Improvement Camps

Sports and health improvement camps are organised by children's sports schools during vacation time in the summer and winter. Their aim is to ensure that a year-round training process is maintained. The camps are usually situated away from urban areas in the countryside and may be
in a forest or by a river or lake. They are financed by the organizing body of the sports school and may use facilities owned by that body or rent others. Children are charged only a nominal fee and, in some cases, nothing at all, for example, boys at the Soccer SDYuSSh for Olympic Reserves in Brest go to a training camp in August and between 60 and 70 per cent of them pay nothing and the others pay a fraction of the true cost. 77

Whilst at the camp, the children's time is spent on sporting activities with the following:

i) morning exercises

ii) tempering (strengthening) procedures such as cold showers

iii) training sessions on specialist sports

iv) learning to swim

v) 'tourist' hikes

vi) competitions and games

vii) sports festivals, for example 'Neptune' (swimming). 78

At the Vasileostrovsk Region Volleyball SDYuSSh in Leningrad, the Deputy Head explained that pupils go to camps in the countryside, some for 60 days during June and July and other, in two groups, for 30 days. They have two training sessions each day and their parents pay between one-sixth and one-tenth of the true cost. 79

The camps enable coaches to conduct intensive training sessions in pleasant, healthy environments away from towns and cities in the open air without the distractions of home life or academic lessons. The camps take on a holiday atmosphere and youngsters are given every opportunity to enjoy
themselves, whilst at the same time becoming more healthy and training for their sport.

**Sport at Children's Places of Residence**

The main organising bodies for sport for children and young people at their places of residence are centres called housing services offices (zhilishchno eksplutatsionnaya služba). They organise the services of a small area of a town or city and run housing matters such as registration of families, ensuring people pay their rents and fuel bills and checking that heating and lighting are working fully.

The Document "Guidelines for the Development of the National Economy of the USSR for 1976-1980" adopted at the 25th Congress of the CPSU included the aim "To encourage mass-scale physical culture and sport at factories and offices, at educational institutions and in residential units" - this was a part of the country's Tenth Five-Year Plan 80 (it was only the country's second sports five-year plan). In anticipation of the need to make provision for children's sport in their places of residence, in 1975, the Committee on Physical Culture and Sport of the USSR Council of Ministers adopted the statute "On Measures to Improve Sports and Physical Education Work amongst Children and Adults in Residential Areas". As a result of this, sports clubs run by housing services offices were formed countrywide. 81

The government ruled that funds were to be set aside for sports work with children - 2 per cent from general maintenance and 5 per cent from rents. 82 Additionally, many clubs receive financial assistance from trade union organisations, parents' committees and industrial enterprises which
act as patrons. 83

The aim of each centre is to organise health improvement and upbringing work with children in their places of residence. Each centre has someone who takes charge of the activities - this may be a teacher or a sports coach, paid for by the Ministry of Communal House Services. 84 Other people are also involved on a voluntary basis from educational establishments, factories, parents, athletes and pensioners, all of whom may run teams. Students from teacher training institutes and physical culture institutes also assist with activities. For example, at the Brest Pedagogical Institute 100 fourth-year students assist clubs each Wednesday and many are said also to go out voluntarily on other days. 85 At the Lesgaft Institute of Physical Culture, a faculty known as the Maly Fakul'tet (Small Faculty) organises students to go out and assist. In 1985, they went to:

Microregion No.1 for volleyball and basketball
Microregion No.2 for figure skating and athletics
Microregion No.13 for soccer and gymnastics

This work is co-ordinated by the Regional Komsomol Committee, the City Council's Regional Co-ordinating Committee and the Regional Committee of the CPSU. 86

The main work of the centres includes:

i) setting up sports sections or clubs
ii) organising competitions within the centre and against others
iii) organising jogging groups
iv) rhythmic gymnastics or aerobics groups
v) excursions and hiking trips
vi) festivals of sport and evenings of sports activities
vii) hiring out skates and skis and other sports equipment
viii) organising teams to play in countrywide sports competitions such as 'Leather Ball' and 'Golden Puck'.

In the city of Chaikovsk, in 1984, there were 10 large microregions with 11 general schools. Each had set up its own committee to organise sporting activities for its children. Some facilities had been built for sport near apartment blocks and the committees also made use of the 12 sports halls and 9 sports grounds owned by schools. Their organisers felt that the work of school teachers and educational organisers fulfil different functions - in schools the teachers are expected to give children a basic knowledge of physical education, whilst general education organisers make provision for extracurricular physical culture and sport.

"Together the activities of teachers and educational organisers provide the organisation for out-of-school work in physical culture and sport for our children".

Each microregion in Chaikovsk has its own clubs for sports which include soccer, volleyball, basketball, ice hockey, skiing and skating, chess, draughts and table tennis. In Microregion No.3, instructors from the city's DOSAAF committee run technical sports clubs for 100 teenagers in motorcycling, model boats and motor boat racing. Each microregion also runs regular summer and winter festivals of sport such as "Merry Starts" and "Father, Mother and I - a
Sporting Family", 'Days of Running' and 'Days of Swimming'. Activities are organised to involve all children from kindergarten age upwards. The clubs are given names such as "Grenada", "Raduga" (Rainbow), "Orlyata" (Eaglets), "Krasnaya gvozdika" (Red Carnations) and "Vityaz" (Knight).

The work of all the clubs is co-ordinated in Microregion No.3 at the "Olimpiets" club where there is a method centre run under the direction of physical culture instructor D.V. Bardakov from the local silk weaving factory. At the centre children and parents can ask for advice about physical exercises to be undertaken on their own. This particular club also has a photographic laboratory and facilities for lectures. It runs sections for orienteering, 'tourism', general physical training and jogging. Students from the Chaikovsk department of the Chelyabinsk Institute of Physical Culture are said to undertake much of the work in running this club.

Chaikovsk is a relatively new town and has experimented with a single system of planning extracurricular mass sports work, both in schools and in clubs, for youngsters in micro-regions. S.M. Bazhukov, Deputy Director of the Chaikovsk department of the Chelyabinsk Institute of Physical Culture, wrote:

"The organisation of physical education for children and young people at their places of residence is more effective if there is a single system of administration of extracurricular physical culture and health work and mass sports work in the micro-regions along with the active participation of the Party, Council, community organisations and patron enterprises".
Often the clubs are organised from one or more rooms on the ground floor of an apartment block, as in the case of the Olympic club run in Microregion No.17 in the town of Penza. The club is run by junior classes teacher R.N. Trifonova. She organises track and field athletics, skiing, volleyball, wrestling, chess, draughts, 'tourist' trips, dancing, music groups and photography groups. The children are taught by coaches from the local sports schools and sports societies.

Not every town or city has made such provision for its children to take part in organised sport near their homes. A book produced under the auspices of the USSR Ministry of Education in 1984 posed the question from children:

"We want to take part in physical culture and sport, but who will help us?"

The reply given in the book was:

"There should be a courtyard sports club and the organisers and participants should be the children themselves!"

The writers go on to explain that to organise their SKD (Спортиний клуб двора) - courtyard sports club, children should seek assistance from the Komsomol organisation and from their physical culture teachers. Examples are given of games and exercises for different age groups, with explanations of how to form teams and run competitions. The book would seem to show that, for many children, self-help is necessary in their region to organise out-of-school sport, although in many regions sports clubs run by housing offices provide the necessary organisational structure and leadership for children's sports clubs. Clearly, the more talented and keen children will attend DYuSSh wherever possible but, for
those other children, especially those for whom prolonged-day school places are not yet available, housing office sports clubs offer enjoyable activities during their out-of-school hours when their parents may be still at work.

*Young Pioneer Houses and Palaces*

Young Pioneer houses (Dom pionerov) and Young Pioneer palaces (Dvorets pionerov) are centres for the organisation and instruction of mass out-of-school educational work with children. Their involvement with physical activities is limited. Most of them, however, organise clubs for chess and draughts and technical sports such as radio operating and modelling. Young Pioneer houses often organise sports competitions and games and some organise sports societies, teams and GTO groups. Each Young Pioneer house has its own sports section (club) but their facilities are not usually as good as those in Young Pioneer palaces. In the city of Leningrad, for example, there are 21 Young Pioneer houses and only one Young Pioneer palace which is situated on Nevsky Prospect in the city centre and is housed in the former Anichkov Palace.

The Leningrad Young Pioneers Palace is one of the best equipped in the country for sport. It has two groups of sports schools, each with its own head. One is a sports school for Olympic reserves for boxing, fencing and gymnastics and the other has classes in chess, draughts and tennis. The number of coaches for each sport in 1983 was as follows:

*The Young Pioneer movement has already been explained in detail in Chapter I and includes details of the Leningrad Young Pioneers Palace.*
gymnastics - 12  chess - 9
fencing - 9    draughts - 4
boxing - 5     tennis - 5

These two sports schools are run in the same way as other sports schools for Olympic reserves in that the children select one sport and pursue it seriously. One of the sports school heads said that their aim is:

"To produce representatives for our city at national competitions - our children are here to pursue their sports seriously, not merely for their health and pleasure". 97

Selection is by test for those children who have applied to the sports schools, and advertisements are put in local newspapers and on the radio. If children fail to produce good results during their time at the sports schools, then they might be asked to leave and recommended instead to attend one of the other, less demanding sports schools.

Also housed in the Leningrad Young Pioneers Palace is the city's Methodological Centre for School-age children. From here the Centre's staff advise the physical culture teachers of Leningrad's 520 or so schools. They frequently visit schools and review school physical education programmes. One of their main functions is said to be to encourage mass sport in the city. 98

The Moscow Young Pioneer Palace is situated on the Lenin Hills and has a large sports complex comprising sports halls, a stadium and a swimming pool. There are a number of sports sections and, as in Leningrad, their aim is to
produce top-class athletes. Some of the former members of the Moscow Young Pioneers Palace sports sections are said to include Montreal Olympics gold medallists Marina Koshevaya (swimming) and Yuri Kidyayev (handball). Their chess section also had the 1977 world chess champion (Karpov) in its classes. There are also general fitness sections where the standards of performance are not so demanding. The Kiev Young Pioneer Palace has a specialised sailing school which is run under the guidance of twice-Olympic champion Valentin Mankin.

In general, Young Pioneer palaces provide teaching and facilities for youngsters at a high level as well as for their general membership, and Young Pioneer houses offer recreational physical activities.

Young Pioneer Camps

During long summer vacations and sometimes during winter vacations, many Soviet schoolchildren of ages 7 to 15 spend time in Young Pioneer camps. These camps are funded by trade union organisations, ministries of education and health ministries, and there are now more than 50,000 situated mainly in the countryside or by the sea. There are, however, said to be insufficient in countryside or seaside areas to accommodate all the children who wish to attend them and so, by 1981, around 18,000 had been set up in urban areas, on a daily basis, for sport and cultural activities in schools, parks and sports stadia.

Among many families, both parents work and are obliged to take their holidays at set times and to go to different places on trade union organised holidays, and these may not
necessarily correspond with their children's vacations. Children's holidays at Young Pioneer camps are organised for a total of 72 days in the summer and include three holiday periods of around 24 days. Children generally go to the Young Pioneer camp which is run by their parents' trade union and their stay is heavily subsidised. It was claimed in 1983 that around 15 million vacation vouchers were allocated to children going to Young Pioneer camps, with half provided free of charge and the other half at about 20 per cent of the true cost which, in 1981, was reported to be about 80 roubles for a child's 25-28 days stay.

The main task of Young Pioneer camps is to improve children's health and their activities include sports, hobbies and physical activities which might not have been possible to arrange in their general schools, such as swimming, hiking and games outdoors - in particular for those children who live in the city or in areas with severely cold weather conditions.

Among the various compulsory forms of physical activity work in the camps are morning exercises, tempering in the sun, air and water, sports clubs, 'tourist' hikes and teaching swimming to non-swimmers. They also organise spartakiads and other competitions and sports festivals such as the 'Neptune Festival' of water-based activities and Young Pioneer Olympics with track and field athletics events.

One of the tasks put forward in the September 1981 Resolution 'On Further Improving Mass Physical Culture and Sport' was:

"Try to ensure that every Young Pioneer, Komsomol member and young person becomes a GTO badge-holder
and regularly participates in physical culture, sport and 'tourism'.

In trying to meet these aims, Young Pioneer camps organise GTO training sessions and competitions which involve GTO events.

Regular teaching sessions are provided three times each week in the 'Hour of Physical Culture' which lasts for 60-70 minutes. It has been suggested that for children of 12-13 years of age there should be 10 of these sessions with the following activities during each child's stay at the camp:

- 3 of track and field athletics
- 2 of active or team games
- 3 of swimming
- 2 of 'tourism' (outdoor recreation)

and that they should resemble school lessons in the sense that the children are taught during the activities. Since all Young Pioneer camps employ school teachers and some have sports coaches, these sessions can have an educational, as well as a recreational value.

It is recommended that, in total, there should be not less than three hours each day of sports activities in Young Pioneer camps and that physical culture teachers, brigade leaders, educationalists and medical workers should all assist. To sum up the purpose of physical activity at the camps:

"Physical education at Young Pioneer camps helps to strengthen children's health, improve their normal development, condition their health and organise active and interesting rest".
Young Pioneer camps are frequently used by teacher and coach training institutions who send their students for teaching practice. These students, no doubt, provide a useful teaching service and, being nearer the children's ages than qualified teachers and coaches, are probably considered by the children to be more like friends than the teachers, and form a link between them and the adults.

Some of the larger Young Pioneer camps, notably Artek in the Crimea, are 'showpiece' camps and are used for the finals of nationwide competitions such as 'Hopeful Starts' and also for international gatherings of young people.

Whilst they stay at Young Pioneer camps, children are given a well-balanced and particularly nutritious diet, and each camp employs health workers - doctors and nurses - to ensure that they maintain a good level of health. The cost per day for each child's food has been put at around one rouble 83 kopecks yet, on average, the cost to parents is only 25 kopecks per camp day. 109

Young Pioneer camps would seem to offer a continuation, during at least a part of the summer vacation, of many children's communist upbringing, involving physical, moral and social aspects, and for many they replace family holidays. All the activities are planned and are designed either to improve the children's health, or to encourage them to become good Soviet citizens.
Children's Outdoor Recreation Centres

These are non-school establishments which are organised under the auspices of the USSR Ministry of Education and operate under the guidance of local education authorities in close contact with the Central Council for Tourism and Excursions and the Komsomol Committee. Their work involves the following:

i) to render help on the methods and organisation of 'tourist' work in schools and, in particular, for their extracurricular work;

ii) to organise competitions and gatherings for outdoor pursuits, orienteering and nature study;

iii) to set up 'tourist' camps for temporary or full-time use so that children can then use them either as part of their extracurricular work or during vacation times;

iv) to maintain stores of equipment for camping and other 'tourist' activities which can be hired out;

v) to prepare 'tourist' activists for extracurricular work in schools.

The centres are, in fact, much like the youth hostels of other countries except that they pursue an active programme of propaganda for 'tourism'. Their aim is said to be:

"The patriotic upbringing of Soviet youth involving the study of their country - its history through visits to places of interest such as battle-sites and the country itself through the study of nature and by walking and camping in the countryside". 110

There is a permanent 'tourist' base in Brest which can
accommodate 300 pupils at a time, and it operates all the year round to take school parties in term time and groups or individuals during vacations. During the summer vacations, there are many other additional temporary outdoor recreation centres in, or near, other towns which take their leadership from the larger permanent bases.

The existence of children's outdoor recreation centres indicates that the state recognises the value of outdoor recreation. In 1980, the CPSU Central Committee, the USSR Council of Ministers and the Trades Unions Central Committee adopted the Resolution 'On the Further Development and Improvement of 'Tourism' and Excursions' in which the need was stressed to upgrade the organisation of 'tourism' and 'tourist' services. It also pointed out that:

"The potentialities offered by 'tourism' should be more fully utilised for the purposes of ideological, political and moral education, for the improvement of health and the rational use of free time, for the study of nature and the country's culture and history, in short, for people's harmonious development".

and this obviously applies to children for whom the above features are a major part of their communist education.

Clubs Organised by Sports Societies

The 1981 Resolution 'On Further Improving Mass Physical Culture and Sport' ordered adult sports clubs to make their facilities freely available to children's groups. A few were already doing this, but the Resolution provided the necessary
impetus for the others to allocate time and equipment along with teaching staff, usually at times when adult members were not likely to be using them. The facilities included trade union owned palaces of sport, stadia, sports halls, swimming pools, playing fields and boating areas. All must now be offered free of charge to children from schools or in clubs organised by the sports society for GTO work, competitions, school physical culture lessons and extra-curricular work.

The purpose of the sports societies giving their facilities for children's free use was to help promote mass physical culture and sport and to involve children in health-giving physical activities. To do this, they organise health groups for jogging and rhythmic gymnastics (aerobics) and clubs for the more popular sports including volleyball, soccer, handball, basketball and ice hockey. There is usually no selection procedure except when choosing members for representative teams.

The work of children's clubs in trade union sports societies is supervised by the USSR Committee on Physical Culture and Sport, whose local committees make inspections to ensure that the children are being properly looked after.

In the city of Izhevsk in the Udmurtsk ASSR, for example, the Young Dinamovets club has been in operation since 1975 at the Dinamo stadium with children's clubs in soccer, small-bore shooting, sambo wrestling, judo and figure skating. At the city's Metallist Stadium, children may use the facilities from noon to 3.00pm daily for biathlon, skiing, trampolining, track and field athletics, soccer, ice hockey and speed skating. Fifteen coaches are said to work with
the 350 children at the stadium. Co-ordination of the city's physical culture work is in the hands of the local education authority, and there is a methodological centre in each microregion based either in a school, or in a DYuSSh. From each, arrangements are made for seminars and lectures and also for competitions between each microregion for which the Cosmonaut Park is frequently used. The local car factories also run children's clubs in nine different sports.

Until the 1981 Resolution, many of the large, prestigious facilities for sport were reserved mainly for talented players, but the Law did increase their availability to children who, nonetheless, had to become members of the patron society, albeit at the token fee of 30 kopecks per year. Despite their additional use by children, there is strong evidence to suggest that sports facilities have not been utilised to full capacity. In June 1985, the Resolution 'On Measures to Improve Clubs and Sports Facilities' was adopted by the Party Central Committee and it stated that:

"It has been found advisable to set up amateur unions and clubs on the basis of individual membership and payment of dues".

The problem seems to be that only members could use sports facilities and the casual user was not allowed to make use of them. As a result: 

"The task has been set for sports facilities to function at full capacity, no matter what office or department they belong to. This is a matter of great importance for our sport movement. Departmental isolation is one of the reasons why excellent stadia and sports palaces are not fully
used; sometimes they are empty for hours, days and even weeks. At times the situation is really paradoxical: you have some free time, you feel like running and playing soccer, but there is no place to run or to play, though the stadium is close by. It is difficult, almost impossible, for an outsider to get in". 116

The Resolution:

"Underlines the importance of organising fitness groups (especially popular with older people) and all sorts of clubs including running, walking, skiing, cycling, swimming, GTO groups and clubs for children and teenagers". 117

This should be significant for those children who may not necessarily want the commitment of belonging to a club but who, nonetheless, wish to have an occasional swim or game of badminton with their friends or families.

Independent Physical Exercise

i) In the family

School physical education programmes are now designed to teach children to exercise independently. Naturally, many choose to join clubs and attend sports classes of some kind in a wide variety of organised ways as have already been explained, but this does not account for all children. Indeed, many who indulge in organised sports may also exercise independently.
Children are taught in school how to perform sequences of exercises which they are supposed to do in the morning at home before they leave for school. No doubt some parents, eager to encourage this and exercise themselves, join in. Since 1929, Soviet radio has been broadcasting a keep-fit programme before breakfast every morning, attempting to have the whole population exercising. Soviet television also has a daily 'Gymnastics' programme which is screened from 8.40am to 9.05am with exercises set to music.

Many Soviet families live in urban areas and often in apartment blocks with (when compared with Western housing) fairly cramped conditions, but most blocks have outdoor play areas which may include swings and climbing frames for younger children and basketball or volleyball areas for older children and their parents.

Since the early 1960s, various factors have influenced Soviet people to alter their patterns of leisure. Both public and private prosperity have increased giving people more money to spend and making consumer goods more readily available including sports goods, and most workers now enjoy a full weekend away from work and increased paid leave. *a These factors combine to give people greater freedom of choice as to how they spend their free time. For many, this opened up opportunities to organise their own 'tourist' trips, hiking, camping, hunting, fishing, skiing or cycling and, quite naturally, their children join them. More families than ever before now own their own car *b, but most rely on public

*a A Resolution was passed in 1967 which gave most industrial workers every Saturday and Sunday away from work.

*b About one family in four had a car in the early 1980s.
transport to take them out into the countryside and many extra buses and trains are arranged for this purpose at weekends. Despite having to attend school on Saturdays, children are still able to go on these trips with their parents.

Many families are said to go on 'Health Trains' which depart from the major cities at 7.00 to 8.00am to arrive at a picturesque spot a couple of hours later. The train stops all day and brings its passengers home the same evening, having served hot meals on board. There are also similarly organised boat trips. 118

Since many people are now choosing to organise their own recreational pursuits, the state has shown concern that they are losing control of people's free time and so, through the Central Council for 'Tourism' and Excursions and the trade unions, excursions have been organised with trade unions subsidizing up to 70 per cent of a family's costs. In 1980, 170 million people were said to have gone on organised excursions as opposed to 130 million in 1975, and we should assume that this figure included many family groups. 119 Other families, doubtless, pursue their own recreational pursuits and, as we stated above, a 1985 Resolution ordered that sports facilities should be open to non-members upon payment of an entry fee, and so they can now go along and use their facilities as a family group if they wish.

ii) In housing courtyards

We have already mentioned earlier in this chapter that youngsters are often encouraged to join sports clubs organised by their housing office and based in their apartment block and courtyard. It was also noted that, where such a
club is not organised by adults, then the children should do this for themselves. Often, less formal use is made of the recreational facilities by children who use them for free unstructured play in their spare time. Most housing blocks include a self-contained courtyard with sports facilities which may include a volleyball court, basketball court or ice skating rink which are provided for the residents.

iii) Parks of culture and rest

Parks of culture and rest are run by the USSR Ministry of Culture who employ physical culture instructors to work in them. Assistance may also be given by students from local teacher or sports coach training institutions.

The parks are intended for adults and children and offer a wide variety of recreational activities. They range in size from the Moscow Gorky Park of Culture and Rest with tennis courts, an athletics track, basketball and volleyball courts, a boating lake and fairground, to much smaller, less well-equipped parks in other towns. A small charge is levied for entry into the Moscow Gorky Park of Culture and Rest and also for each activity. Other parks include activities such as boating, skiing, swimming pools, yachting and ice skating with all equipment available for hire.

Many of these parks also run children's groups for sports and also for other activities such as chess, draughts, reading and singing. They also have playground equipment such as roundabouts and swings. Physical culture instructors are employed to organise activities and give advice on health and physical activities if requested.
Camps of Labour and Rest for Senior Pupils

These are summer camps where children work for up to three hours, usually on a collective farm, and also undertake activities similar to those in Young Pioneer camps. The camps are voluntary and can involve children from Class VI upwards, but more usually from Classes IX and X. Each camp of labour and rest (lager truda i otdykha) is organised by the Komsomol organisation through general schools and the costs of transportation and upkeep of the children are borne by the collective farm on which they will be working, and the children receive wages for their work. Other camps are based on state farms and in forests or parks and, again, the children are paid for their work—with crops, in clearing forests or tidying parks.

Camps of labour and rest are held during summer school vacations and the children are accommodated in tents, or in schools, or other educational establishments which have closed for the summer. The main task of the camps is to involve young people, especially those from the cities, in productive labour. As the Soviet Union has a shortfall in its labour force, especially in rural areas owing to the large numbers of people who have moved to the expanding urban areas, the reported one and a half million young people who annually spend time in these camps must be welcome pairs of hands during one of the farmers' busiest times of the year.

The 'rest' which is referred to in the name of these camps is 'active rest' or what we in the West might think of

* 'Active rest' was explained in Chapter II.
as recreation. Each camp has a programme of physical culture and sport. At the camp at the Druzhba (Friendship) Collective Farm in the Novoalexandrov Region of Stravropol, to which pupils from School No. 854 in the Zelenograd Region of Moscow travel, activities are said to include the following:

i) **Health measures**

Morning gymnastics, sunbathing, swimming in ponds, taking showers and excursions to the Black Sea.

ii) **Physical culture work**

Allocate time and space for independent exercises, organising timetables for the use of the table tennis equipment, arranging hikes, setting up and using running tracks and facilities for badminton, tennis, chess and draughts and arrangements for a daily 'hour' of physical culture.

iii) **GTO work**

The local GTO committee is invited to the camp to help train the children for the GTO awards and a GTO 'hour' is timetabled.

iv) **Mass sports work**

Run a small Olympic Games at the camp, organise clubs according to the children's interests: volleyball, soccer, table tennis, badminton, swimming, gymnastics, chess, draughts, cycling and pioneerball with teams as appropriate with competitions among the children in the camp and against teams of local children.

v) **Agitation and propaganda**

Display posters, have a camp sports newspaper and generally try to promote sport among the camp members and local people.
Since this type of camp is for older children and includes periods of manual work, there is a policy of self-help and freedom from too much supervision and this is said to attract children to them. In some schools there is competition for places at camps of labour and rest, for example, at a boarding school in Baran the best one hundred or so pupils are selected and an aeroplane is hired to take them south to their camp.

In addition to providing additional labour in rural areas, there are other benefits to the country from camps of labour and rest:

i) the two to three hours of work undertaken daily by each child form part of their 'labour training' - and is an important part of communist education;

ii) travelling to another part of the country broadens children's outlooks and may help to increase their sense of patriotism;

iii) meeting and working with other people, possibly of other nationalities, can help children to understand and work with other people in their adult life;

iv) the physical culture and sport work should be of value to their health and makes good use of a long, and otherwise possibly inactive summer vacation (the sports work can be based on school work in some cases since schoolteachers often help on these camps).
Palaces of Culture, Houses of Culture and Clubs of Culture

These are organised under the auspices of the USSR Ministry of Culture and, in addition to art and theatre work, they run physical education activities through sports sections for children and for adults. Palaces of culture generally have better sports facilities than houses or clubs of culture and may have a swimming pool and gymnastics and sports halls. Specialist coaches work either full or part-time and, where facilities permit, they organise clubs for different types of sport, groups of health (particularly for adults), jogging groups and aerobics groups.

A palace of culture near the centre of Leningrad is particularly well endowed with sports facilities and has its own pool (which is used by the Herzen Pedagogical Institute for swimming lectures) and gymnastics halls, in addition to a large hall used for art exhibitions and other arts events.

Whilst the standard of sports work in palaces, houses and clubs of culture no doubt varies from town to town, it seems unlikely that very good athletes work there since the best coaches are in the sports school system. However, in Brest at the Palace of Culture, a gymnastics and acrobatics group was organised and trained to give a display on VE Day 1985 to the public.
The physical education of children is undertaken in non-school establishments in a variety of forms, with the same aims as physical education in schools; primarily improving health, encouraging mass participation in physical culture and sport and, additionally, the selection and training of talented young athletes. All activities are voluntary and, although not directly organised by schools, they usually retain strong connections through local education offices, physical culture teachers and the occasional use of school facilities.

The activities described in this chapter are organised mainly by the Komsomol and Young Pioneer organisations, local education authorities, trade union sports societies, Republican ministries of health and culture and the Central Council for 'Tourism' and Excursions. These groups supply their own staff which may be divided into three categories: full-time employees of the organisation, schoolteachers who assist and are paid on a part-time basis and volunteers who give of their free time without payment.

The various types of sports schools form the major group of out-of-school sports establishments for children and their main aim for many years has been to provide the country's representative teams with highly-trained competitors. Since 1981, as mentioned above, Ministry of Education sports schools have been obliged to take all those children who wish to join and for whom there are places. This should have ended the criticisms which had been levelled about the elitism of sports schools; however, complaints have continued, mainly from parents whose children were still unable to gain places since they did not achieve required standards. The
recently-formed elementary training groups, whilst obviously successful in offering many more children the chance to attend a sports school, have either not been set up in sufficient numbers to accommodate all children or still have entry standards attached to them. The groups seem popular and, because the children are not examined for improved performance, they cannot be asked to leave because of lack of progress - the main criterion for a child remaining at the sports school is his/her own choice. This avoids the disappointment felt by children who are asked to leave other sports school groups if they fail to meet required standards.

Ministry of Education DYuSSh staff obviously feel that there is some confusion about their work - on the one hand they are told to take all-comers and promote mass participation, and on the other they are required to achieve quotas of ranked athletes. There is evidence to suggest that some coaches find the elementary training groups a nuisance, mainly because these children often lack the kind of motivation to work that coaches normally experience with their other groups. Elementary training groups also utilise time and resources which some coaches feel would be better spent on their more serious and prestigious groups. However, since there is obviously spare capacity in many of the country's DYuSSh, it seems sensible to use it to take in less talented but enthusiastic children in accordance with the 1981 Resolution to promote mass participation in sport, especially among children. As the government intends to extend the system of elementary training groups in the future into sports societies' DYuSSh, it may experience an even greater degree of reluctance from their coaches since they are usually accustomed to training the most talented children.
In general, the sports schools run by sports societies have superior facilities, they also tend to attract the best coaches and children from whom they can select the most talented. This is because sports societies have adequate resources accumulated through trade union dues and, in the case of Dinamo and the Central Army Club, from government funds, to provide excellent facilities for their adult members, which children's groups may also use. The quality of these facilities is reflected by the steady stream of top-class athletes emerging from these clubs. Ministry of Education DYuSSh are less well endowed with facilities although they are usually better equipped than the majority of the country's general schools. Because the DYuSSh are better equipped, both with facilities and staff, this has, in the past, widened the gap between what they can offer to children and the physical education programmes in general schools. The recent introduction and expansion of elementary training groups has increased children's opportunities to undertake extracurricular physical activity.

The various types of sports school represent different levels of proficiency and, in some cases, different functions. Additionally, they take many children in the younger groups, eliminating weaker participants as they grow older to allow only the most able to remain.

The annual reductions seem quite drastic and we can only guess at the heartbreak felt by those who are cast aside despite being enthusiastic. But the search for talented athletes does not seem to have found a happy solution to this, and the country's resources are utilised where they are felt to be of most value. In the same way, children who are
rejected at the initial trials for DYuSSh probably feel very disappointed although, in many cases, their failure is likely to be harder felt by their parents. A child will quickly develop other interests, but his/her parents may bear the disappointment of their child not making the grade for much longer.

Of the different types of sports schools, those which train children to the highest levels are SDYuSSh for Olympic Reserves and sports boarding schools. The former offer cash incentives to their coaches and also the threat of their school's demotion if their results do not achieve set targets. The latter, whilst taking talented children, appear to be providing mainly for children from areas where top-level training is not otherwise available, thus bringing them together in residential centres, usually with excellent facilities. It is especially interesting to note that the number of sports boarding schools has increased over the last ten years or so, and to learn the numbers of pupils who attend and their sports (this information had not previously been available in the West). It is also significant that the Soviet authorities feel that sports boarding schools should train not only athletes, but also provide initial training for future teachers and coaches. The system is obviously proving to be worthwhile.

The very strong relationship between all forms of sports schools and general schools is significant because it emphasises the unity of the whole physical education system for children. Since a child must have achieved good school marks before entering a sports school, and must maintain a good academic standard, his/her general education should be
assured no matter how much, or to what level, sports training is undertaken. Observations by the researcher in sports schools confirm that coaches check pupils' academic work diaries, and also that school headteachers and physical culture teachers liaise with coaches about their pupils.

Contrary to some opinions held in the West that Soviet children are forced to train excessively for sport from outrageously early ages, it should be emphasised that attendance is entirely voluntary at all types of sports schools. The starting ages and training loads are specified by the USSR Ministry of Education and the USSR Committee on Physical Culture and Sport, and each pupil undergoes regular medical examinations at his/her sports school and general school. Indeed, children's medical care through check-ups seems to exceed that given to most British children, including those who attend sports clubs.

The Soviet sports school system would probably be envied by many British children, their parents and sports coaches who often find that many difficulties arise for children who wish to pursue a sport to a high level because:

i) training facilities may not be available near to home;

ii) club fees may be expensive;

iii) clothing, equipment and travelling often prove costly;

iv) there are too few full-time coaches - many who will teach do so in their own free time, receive no payment and have often had little formal training;

v) training and competitions may interfere with school work and either the sport is cut back, or the school work suffers.

For the majority of Soviet children these difficulties simply
do not arise and their sports school system has evolved to go most of the way towards meeting its own aims and those of the physical education system as a whole. Sports schools not only operate during term times, but also during vacations and include training camps. In this way, the benefits of training are not lost during long periods of inactivity and variety can help to make it more attractive with changes of surroundings and activities.

The other types of establishments which are not directly attached to schools and which offer extracurricular physical activity do so at different levels and in various ways. These range from SDYuSSh for Olympic Reserves in some of the largest Young Pioneer palaces, to courtyard sports clubs run by children themselves and family hiking and camping trips. Most have some form of official organisation behind them, usually the local education authority, Young Pioneer or Komsomol committee or trade union sports society. Apart from the sports schools based in Young Pioneer palaces, they do not pursue sporting excellence but rather operate in the spirit of the 1981 Resolution by promoting mass sport among schoolchildren. Now that trade union sports societies are obliged to open their doors to children and, recently, to non-affiliated adults, there are increasing opportunities for children's sporting participation at all levels. In some, fees are levied, but this tends to occur when individuals do not belong to a club, and children pay only a nominal sum. Even when families take part in physical activity, unless it is outside an organisation, their costs are minimal and usually subsidized by their trade unions even for excursions or vacations.
By providing the organisational framework for children's recreational activities (and those of their parents), the state ensures that most people participate in approved pursuits. Of course, inevitably, some go their own way but they have to finance it themselves, and may experience difficulties in arranging their own activities. Many children like to be organised and have enjoyable pursuits to fill their free time, especially when it costs nothing and the facilities and sports equipment are of reasonably good quality. This is especially true of children whose parents are not sports enthusiasts. It is no surprise, therefore, to see so many Soviet children taking part in the various forms of outside school extracurricular sports activities offered to them. As in Great Britain, children do have other leisure activities, notably watching television, but the considerable amount of television sports coverage may encourage children and their families to become participants, not spectators. The physical education programme in its entirety is certainly aiming to achieve this since it tries to teach children to exercise independently, and also to teach them all the physical skills they need to attend sports clubs and learn to play the sports of their choice.

The structure, from sports schools through to independent exercise, theoretically permits participation by all children at whatever sport they choose and at a level which is suitable for them. In reality, unless they are reasonably talented athletes, older children are not allowed to retain their places in sports school training groups and may find that they cannot continue their sport at a satisfactorily high level elsewhere. This may cause them either to give up sport altogether or to change to another sport, especially
since they have felt rejection from their first choice activity. Similarly, many more children apply to attend the best sport schools than there are places, and the rejection that those who fail to gain a place must feel might be sufficient to turn them away from physical exercise for many years although many can be placed in other, less popular sports schools. Because there are opportunities for physical activity at such a wide variety of places outside school, few children are unable to find any organised sport to pursue in their free time. Obviously, in the cities it is likely that a greater range of sports is offered to children, with better facilities and coaches, but these may only partially compensate for cramped living conditions. In rural areas, children have more natural play areas and can develop physical skills and exercise more easily on their own, however, they still receive assistance to train for, and participate in, specialist sports.

In attempting to make provision for all children to participate in physical activity as often as possible, the state seems to have looked at all aspects of children's lives, at home, at school - both in and out of lesson times, and outside school time. They have also assessed where sporting facilities and personnel might be available for children's use. Wherever and whenever children are grouped together, organised physical activities are likely to be available and youngsters are certainly encouraged to believe that physical exercise should form part of their daily lives. Conversations with Soviet adults, not employed in the field of physical education, show that many do no physical exercise whatsoever other than that required to live and work. This, Soviet health experts believe, is insufficient to ensure a healthy
existence and consequently, at every possible opportunity, the present generation of Soviet children is offered physical activity in as attractive a form as possible. The physical culture and health measures which they undertake compulsorily in school every day also appear daily in the various forms of vacation camps, and in this way continuity can be maintained.

The government acknowledges that many of its children do not wish to pursue any sport in their free time but may instead prefer to study music, art, drama or other activities, and adequate provisions are made for these but none holds a place of such high importance as physical education which has been the subject of much recent legislation aiming to promote children's mass participation.
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CHAPTER VII

THE PROFESSIONAL TRAINING OF TEACHERS AND COACHES IN THE PHYSICAL EDUCATION SYSTEM

The Role of the Teacher in Soviet Society

In the recent Educational Reforms (1984) the role of the teacher was defined as:

"... a sculptor of young people's spiritual world - a trusted person of society to whom it entrusts its children, the dearest and most valuable hope for its future". 1

Teachers are expected to mould each young generation to make them capable of implementing the Party's directives on perfecting a developed socialist society. 2 This is within the broad framework of the aims of education as set out in the Reforms:

"The Party strives to bring up people not as vehicles of a certain amount of knowledge, but primarily as citizens of socialist society and active builders of communism with all the inherent ideals, morality, interests and high standards of work and behaviour". 3

These are not new aims; the Soviet state has for some time been setting itself the goal of progressing from socialism to communism and has stressed the importance of producing good quality teachers, capable of achieving the aims of education. In 1963, A. Shcherbakov wrote in a teachers' journal of the multifaceted tasks placed before teachers:
"The Soviet teacher not only imparts to children a knowledge of the fundamentals of science, he not only equips them with good habits and skills, but also draws them into public life and sets an example in this respect .... Loyalty to the cause of communism and constant concern for young people's communist upbringing and sound training of young builders of communism are new aspects of the life of a Soviet teacher and may be called his/her distinguishing traits". 4

In 1968, USSR Minister of Education M.A. Prokof'ev, emphasised the teacher's role in building a communist State. He referred to teachers as "active champions of the Communist Party's ideas and policy" and referred to them collectively as "the teachers' army". 5

In 1973, the Ninth Five-Year Plan called upon teachers to train 9 million specialists with secondary and higher education for the country's workforce. To meet this need, the Plan called for a further 700,000 teachers to complete the introduction of universal compulsory secondary education (ages 7 to 17). F.G. Panachin, now First Deputy Minister of Education, explained that to work successfully in schools each teacher must have received a quality training, must have a profound knowledge of Marxist-Leninist theory and have mastered their specialist subject and the skill of teaching. 6

The authorities believe that the education system must satisfy the needs of Soviet society and, since this involves the movement towards communism, it follows that education must be political in nature. N.K. Krushchov declared at the Twenty-first Congress of the CPSU that "to arrive at communism
we must start right now educating the person of the future". Since the education system plays such an important role in Soviet society, it is logical that teacher training should be accorded an important place. F.G. Panachin wrote in 1975:

"Teacher education is the cornerstone of public education .... The organisation of teacher training determines the nature of the general education school, the system of upbringing of the younger generation and, ultimately, the potential cultural development of society". 8

Soviet teachers, from whatever background, by virtue of their higher education and training, join the ranks of the intelligentsia* and enjoy "the greatest respect of society". 9 When compared in 1980 by Zajda to their counterparts in the West:

"Soviet teachers occupy an important place in the community. They enjoy, in most cases, the degree of status, prestige and power that is so conspicuously absent in the teaching profession in the United States and Britain. Soviet teachers, as professionals, command admiration and respect from all levels of society". 10

Professor Nigel Grant observed that Soviet teachers are seen as much more than classroom instructors and that a great deal of commitment, knowledge and skill is required of them. 11

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However, despite their acknowledged status and importance in the education system, it is quite clear that teachers exist for the schools, not schools for the teachers. Grant explained that:

"... decisions are made on what is thought to be educationally and socially desirable, and then attempts are made to train the teachers required to make the plans workable". 12

For the most part, Soviet teachers are subservient to the wishes of the CPSU which "determines curricula, teaching methods, textbook content and the official interpretation of knowledge, attitudes and beliefs". 13 However, recently improved standards of teachers' qualifications have enabled the authorities to allow them some freedom of choice in their teaching and, to an extent, in the preparation of curricula as the USSR Ministry of Education periodically arranges consultations with its 'foremost' teachers.

First Deputy Minister of Education, F.G. Panachin, admitted in 1981 that some areas of the Soviet Union remain ill-equipped to train teachers, especially in the more rural and remote areas:

"In the 1970s, a major effort was made to equalise the levels of rural and urban teacher training and those of all the Union and Autonomous Republics, the Autonomous Regions and Areas, and Districts in the Far North, Siberia and the Far East. However, everything has not yet been done in this regard and it will be necessary almost everywhere to develop and improve the system of teacher education". 14

* See Chapter IV for details about how this is applied in the case of physical culture teachers.
One approach to the problem has been to adopt a policy of admitting students from these areas to teacher training courses elsewhere with studies in their own languages where necessary. At the Herzen Pedagogical Institute in Leningrad, for example, students from the Far North national minorities come to train as teachers using textbooks in their own languages. They study at the Faculty of Languages and undertake courses in Russian, their own national language, art, mathematics and physical education. They receive free accommodation, food and clothing and a standard grant. 15

The state plans ten years in advance the number of entrants it should train annually for the teaching profession and it guarantees jobs for all who complete their courses. Unless a new teacher can find a post for him/herself (often back in their home town), one will be assigned (raspredelenie) and this may be in a rural area to ease the sometimes chronic shortage of teachers in such regions. Although they are supposed to be accompanied by free accommodation and other benefits, rural postings tend to be unpopular with students who often find life in far-off areas too remote and with standards of living lower than those to which they are accustomed. All new teachers are expected to remain in their first post for three years to repay the cost of their training, so showing a sense of social responsibility. Recent conversations with teachers indicate that some individuals, if unhappy about their first posting, either do not turn up at all or, once they have started the job, quickly find another which suits them better.

Women predominate in the teaching profession. In the 1980/81 school year only 29 per cent of the country's teachers
(including headteachers) were men and, among teachers alone of Classes I to X only 20 per cent were men. There are said to be larger proportions of male teachers in Central Asian and Transcaucasian republics probably due to the former repression of women's education because of religious laws.

The excessive feminisation of the teaching profession is said to be a significant shortcoming in the modern school. Women teachers, on average, marry later than most other women and the percentage of those who divorce or never marry at all is higher than average and this could lead to them influencing their pupils against marriage and rearing children. The lack of male influence in schools is claimed to hinder pupil upbringing and there is said to be an urgent need for a substantial increase in the percentage of male teachers. In visits to teacher training institutions in 1985, the researcher found that there was a conscious effort to enrol more men students than women in efforts to redress this imbalance.

A further problem faced by the teaching profession is said to be the large proportion of teachers who come from rural areas:

"... people from the countryside invariably entertain certain traditional views regarding family life and morality, which make it difficult for them to conduct proper upbringing work".

A further reason for the greater proportion of women and large numbers of rural people in the profession has been the relatively low rates of pay given to teachers. In 1977, for

* A higher birthrate is needed to boost the numbers of people working in the economy - see Chapter I.
example, while teachers' pay averaged about 130 roubles per month, the average industrial worker was receiving about 172 roubles per month and the average engineer-technician about 207 roubles per month. However, from 1 September 1984, teachers' average monthly salaries were increased by almost 35 percent and for the five years 1985 to 1989, an additional 3.5 thousand million roubles have been set aside annually to increase teachers' pay.

In the early 1970s, a system of certification of teachers was introduced for general education school teachers. Every five years each teacher's work is evaluated. The best are awarded the title 'senior teacher' or 'teacher-methods specialist', and any who do not reach an acceptable standard may be recommended for further training.

The Role of the Teacher in the Physical Education System

Physical education is a component of the overall system of education and it serves exactly the same purpose in general terms as all other subjects, but with certain specific functions which have been described earlier in Chapter IV. It is the responsibility of specialist physical culture teachers and those others who teach the subject as non-specialists to preschool and primary class children or assist in the physical education activities of older children to ensure that these aims are fulfilled.

Recent increases in the amount of compulsory physical education to be undertaken in schools have placed greater workloads on physical culture specialists and their colleagues from other disciplines and, especially in the role of organiser, the status of the specialist teacher has undoubtedly
improved. In the past, physical culture teachers have not had many highly qualified specialists among their numbers, but today the majority of entrants into the profession have graduated with a specialist higher education although almost all kindergarten teachers and most primary school teachers continue to train to teach general subjects, including physical education. It is, however, now the policy to time-table specialists to teach physical culture to Classes I to III (IV) wherever possible although there are still insufficient specialists for this practice to be widespread in the late 1980s.

Training Teachers of Physical Culture

Children receive physical education throughout their time in the preschool and school systems and their teachers are trained in a variety of ways. Attention will be focused mainly on the training of specialists, although details will also be given on non-specialist training in physical education since preschool and primary classes (I-III (IV)) are still, on the whole, taught by non-specialists.

There are basically two levels of teacher training institutions:

i) secondary-level teacher training schools (pedagogicheskie uchilishcha) that have traditionally trained kindergarten and primary class teachers;

ii) pedagogical institutes and university faculties that have always trained specialist teachers but where some preschool and primary classes staff now also train.
The non-specialist forms of training for teaching physical education will be described first according to the type of educational establishment in which their graduates will be qualified to teach.

Training Teachers for Kindergartens

Most kindergarten teachers are trained for two years at the country's 229 secondary-level teacher training schools for kindergarten teachers \(^{23}\) (three years part-time) after completing their ten-year general school education. During their course, every student must take part (as do all other students) in two physical culture lessons each week. Apart from this, they receive little training in the teaching of physical culture. Because the country is still short of teachers for kindergartens, some general schools have set up a specialised Class XI (XII) which offers a one-year training. In some areas young people leave school at 17 years of age and go directly to work in a kindergarten and train by correspondence course thus helping to ease the staff shortages.

The most specialised training for kindergarten teachers, and the one which best equips them to teach the physical education programme, is to be gained at preschool faculties of 39 pedagogical institutes. \(^{24}\) These are gradually increasing in number to replace the specialised secondary teacher training schools, but cannot, at the moment, train more than a fraction of the country's kindergarten teachers.

The course at pedagogical institutes lasts for four years. Entry to an institute is based upon a selection process which involves four examinations: Russian Literature
and Language, History of the USSR and Biology (and would seem to unfairly favour Russians) - students who achieve high marks and have a good school record and report are interviewed to assess their suitability to work with children. Some institutes attract a large number of applicants. At the Preschool Faculty of the Herzen Pedagogical Institute in Leningrad, for example, there are often six to eight applicants for every place. 25

Most teachers in preschool education are females. At the Herzen Pedagogical Institute the annual student numbers for the subject are around 100 Soviet students, 200 correspondence students and 20-30 foreign students (from Panama, Iraq, Angola, Vietnam and the Yemen). Among these there are only around four male students each year and upon graduation they are said usually to go into work in training teachers and are soon promoted. 26

At pedagogical institutes students study for four years and graduate with a degree in education. In their first two years they must all attend physical education classes and thereafter these are optional. These sessions are based on the GTO programme. In their third year, all preschool education students undertake a course which prepares them to teach physical education. The course at the Herzen Pedagogical Institute involves attendance at 110 sessions (of 45 minutes) of which 60 sessions are lectures and the rest are seminars and laboratory work. It includes:

i) The general principles of physical education
ii) The principles of physical education with young children
iii) The system of physical education in the USSR
iv) Physiology
v) The physiological basis of physical education
vi) Elements of sports: basketball, volleyball, badminton and soccer, including the use of 'mini' games and prepares teachers to work from the official programme.*

In 1985, the Preschool Department at the Herzen Pedagogical Institute employed twenty lecturers and they are planning soon to open a department of preschool physical education with around six lecturers, although no date had been fixed in 1985 when the researcher visited the Institute.

Graduates of pedagogical institute preschool departments are the most highly qualified of their profession and may return to do postgraduate work if they wish. At present, however, most staff in kindergartens have been trained less specifically, in secondary-level teacher training schools.

Training Non-Specialist Teachers for Primary Classes (I-III(IV))

Although the government aims to employ specialist physical culture teachers for all classes as soon as possible, it has been estimated that it will take 10 to 15 years for this to be accomplished, especially in rural areas. 27 Until then, there will continue to be a physical education element in courses of training for general subject teachers of primary classes. It is also government policy to give every teacher a higher education training, but teacher shortages, especially in rural areas, have dictated that most are trained as quickly as possible, especially for the younger classes. Another determining factor is the lack of sufficient places at higher educational institutions to train all intending teachers.

* See Appendix B for the Preschool Physical Education Curriculum.
Primary class teachers are trained in three ways:

i) Secondary-level teacher training schools, also known as tekhnikums which are under the jurisdiction of Republican ministries of education. Their courses last for three years for entrants from Class VIII (15 years of age) and for two years for entrants from Class X (17 to 18 years of age);

ii) Colleges of education (pedagogicheskie uchilishcha) which are similar to tekhnikums and are administered by the Republican ministries of education. Students who enter after eight years of schooling must undertake a four-year course and, after a ten-year schooling, a two-year course;

iii) Pedagogical institutes are administered by the USSR Ministry for Secondary and Higher Education and the corresponding Republican ministries of education. Students must have first completed a ten-year schooling and their courses for primary class teachers are of four years duration.

Of the above, only the pedagogical institutes offer a higher education qualification and graduates of the other two types often later upgrade their qualifications at pedagogical institutes on full-time, evening or correspondence courses and this is done in accordance with current (1987) policy.

The physical education component of primary class teacher training is based upon the programme of physical education (mainly GTO and sports work) which every student must undertake in further education, and includes a course on the theory and methods of teaching physical education. In the four-year course at colleges of education (beginning at
age 15) this involves two 45-minute sessions of physical education each week for three years (240 sessions) and in the second half of the third year, an additional three sessions each week (60 sessions) learning how to teach the subject to primary classes.

The most intensive form of non-specialist training in physical education for Classes I-III (IV) is given in pedagogical institutes and is described in detail below. A breakdown of the course is shown in Table 37, and given in detail in Appendix N. The syllabus is compiled by the USSR Ministry of Education and is part of the course "Teaching and Methods of Primary Education". 28

Students attend the pedagogical institute for four years and during the first two, among other subjects, they all attend the normal compulsory weekly two sessions of physical education. Those studying to be teachers of primary classes are encouraged to do extra physical education work including taking their GTO awards. During these sessions, they are taught about parts of lessons, such as drill, the organisation of pupil groups and sets of exercises, but not teaching methods.

During their third and fourth years, along with a variety of other subjects, students undertake their physical education course covering roughly half of the 70 sessions in each year. The course consists of two parts:

i) the theory of physical education

ii) methods of physical education with primary class pupils and is taught in the form of lectures, practical sessions and laboratory work as shown in Table 37. Students are also expected to undertake independent study and to make use of
<table>
<thead>
<tr>
<th>SUBJECT DISTRIBUTION</th>
<th>TOTAL</th>
<th>LECTURES</th>
<th>LABORATORY WORK</th>
<th>PRACTICAL WORK</th>
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<tbody>
<tr>
<td>BASIC THEORY OF PHYSICAL EDUCATION</td>
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<td></td>
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<tr>
<td>1. The Soviet system of physical education</td>
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<td>2. The means of physical education</td>
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<tr>
<td>3. The principles of teaching. Methods of education and upbringing</td>
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<td></td>
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<tr>
<td>METHODS OF PHYSICAL EDUCATION WITH PUPILS IN CLASSES I-III (IV)</td>
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<tr>
<td>4. The formation of motor skills and habits and their importance for young schoolchildren's physical development</td>
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<tr>
<td>5. Analysis of the school physical education programme for preparatory classes and Classes I-III</td>
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<td>2</td>
<td></td>
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<tr>
<td>6. Planning and registering physical education work</td>
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<tr>
<td>7. The lesson - the main form of physical education work in school</td>
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<td>12</td>
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<tr>
<td>8. Physical culture and health measures in the regime of young schoolchildren's day</td>
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<td></td>
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<td>9. Extracurricular physical education work</td>
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<td></td>
<td></td>
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<tr>
<td>10. Physical culture outside school and sports work</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>11. Physical education of young schoolchildren in the family</td>
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<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Physical education equipment</td>
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<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
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<td>30</td>
<td>20</td>
<td>20</td>
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</tbody>
</table>

text books. Details of the course content are given in Appendix N.

Teaching practice in schools takes place in the second term of the third year (5 weeks) and the first term of the final (4th) year (7 weeks). During their first teaching practice, students observe a number of lessons including those of physical culture and they teach two— one for practice and one with their supervisor watching. In their final teaching practice they regularly teach physical culture lessons along with their other subjects. To help them prepare for teaching practice, students are taught how to compile lesson plans for each activity and how to organise the different types of lesson, such as games, swimming and gymnastics. In their fourth year, prior to the teaching practice in schools, students must prepare lessons which they give with their fellow students acting as pupils. These lessons are assessed by the lecturers and the other students are encouraged to discuss the lesson and make constructive criticisms. The researcher has observed a number of these practice lessons in various Soviet teacher training institutions and they clearly form an important part of students' preparation for teaching. On those occasions, students taught only a small part of a lesson such as drill or sets of physical exercises and had had to learn the commands and movements for these. (Later they take mini-lessons of 20-25 minutes). On each occasion, they were assessed by the lecturer and the mark was called out for all to hear. An important feature was the uniformity of the material and students were learning teaching methods and organisation rather than preparation of material. The reason for the practice lessons is said to be because of "insufficient
teaching practice time in schools". 29

In some of their 'laboratory work' sessions, students go out to schools to observe physical culture lessons. They also have the opportunity to work in groups and undertake tasks with children, such as to teach an activity and afterwards analyse the results of their work.

Because the physical education programme has several components, not only the lessons of physical culture, students are taught how to conduct physical culture and health measures, such as morning gymnastics, physical culture minutes, active breaks and sports hours in prolonged-day groups. They also learn how to help run competitions and the various forms of extracurricular work, such as sports clubs. Some will eventually work in schools where there is a specialist physical culture teacher and they are taught how to assist and liaise with this colleague. In addition to preparing to teach seven-to ten-year olds, students also learn how to teach six-year olds as many schools already have this age group as Class I and others must follow soon. In areas with many rural schools, students are often sent out into these schools and are attached to classes to learn about their particular problems. In most cases these include not having a specialist physical culture teacher, and having small classes and inadequate sports facilities and equipment. At the Brest Pedagogical Institute, each student goes into a rural school for one week and is attached to a class. 30 Unlike teacher training institutions in England and Wales, lecturers in the Soviet Union spend most of the teaching practice period in one school with a group of students. Since in the Soviet Union they use more schools than they have lecturers, most
teacher training institutions ask school teachers who are felt to be good examples of their profession to act as supervisors of some student teachers, and for this they receive payment.

During their teacher training course, students are taught to prepare and analyse lessons. In addition to learning how to perform and teach each activity, they are also taught to assess the correct physical loadings by asking the children to take their pulse-rates and by checking on their breathing. A study of the timetable of the course (given in full in Appendix N) shows that in their third and fourth years they learn of the background and meaning of Soviet physical education and then spend much of the rest of the course learning how to teach the subject. They are expected to have learnt how to perform the activities themselves in their own physical education sessions in the first two years. Then technique is considered to be important, since it is not taught again specifically in the last two years. Indeed, much of the work on exercises should be well known to the students, since they should have done this type of work in their own days as pupils. Elements, such as drill and formations in particular, should be well practised and second nature to most.

Although a small part of the course includes the study of growth and development of young children, there is very little other work on physiology except in reference to loadings (pulse and breathing) and none at all on anatomy or biomechanics of movement. Psychology is also omitted, but is likely to be covered as a separate subject in the Education course as a whole. The majority of the time appears to be spent on learning how to prepare and analyse lessons. This
reflects the new (1980s) trend in Soviet physical education to allow teachers greater freedom in the preparation of lesson material according to their children's needs and the conditions in which they are teaching. It also confirms the current higher level of training which prepares teachers for this work.

A further recent trend which is reflected in the above primary classes teacher training course is the increased status of extracurricular work. The lesson clearly remains the main form of physical education work but students learn how to organise and conduct extracurricular activities, both on their own and with a specialist teacher. They also learn how to implement physical culture and health measures and physical culture work outside school in its various forms.*a It is anticipated that some will have to work without adequate equipment in their schools, and so they are taught how to make their own and to improvise and interchange equipment when necessary.*b

It is likely that these non-specialists will, for many years, remain the main teachers of physical education for primary classes, especially in the country's rural schools.

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*a See full details of these in the previous two Chapters of this study.

*b Details of self-made and improvised physical education equipment observed by the researcher in Soviet schools are given in Chapter IV.
Training Specialist Teachers

Specialists are trained in the following establishments:

- Tekhnikums
- Colleges of Education
- Universities
- Pedagogical Institutes
- Institutes of Physical Culture

of which the last three offer a higher education and the most specialised training and for these reasons they will be examined in the greatest detail.

Tekhnikums

Some of the country's tekhnikums specialise in physical education and train teachers mainly for schools in rural areas. Their courses are either for two years full-time or three years part-time. They take students of the age groups as given previously for the primary teachers' tekhnikums and are administered by the USSR and Republican Sports Committees and the State Committee for Vocational Technical Education attached to the USSR Council of Ministers. Their courses include: human anatomy, physiology, hygiene, psychology, education, theory and practice of physical education, history and organisation of sport, sports management, gymnastics, track and field athletics, team games, skiing, speed skating, swimming, 'tourism' and a sports specialism. Final examinations consist of Physiology, Theory and Practice of Physical Education and a chosen sport. Furthermore, students must have achieved a GTO Stage 4 Ranking, one Second Sports Ranking, a Third Ranking in another sport on the syllabus and a Third Class Referee Category. 32
Tekhnikums were particularly popular before and after World War II when the country needed workers. There was only a seven-year education and children entered the labour force at 15. Specialists had to be trained quickly and the number of tekhnikums grew to accommodate them. Nowadays, with compulsory 10 (11)-year education, they are not needed as much and are being phased out. In 1985, there was only one tekhnikum in Byelorussia which trained physical culture teachers. In the opinion of lecturer V.P. Artem'ev:

"We can now neglect tekhnikums as a means of training physical culture teachers". 33

Colleges of Education

A number of colleges of education have physical education departments which train specialists. These, like tekhnikums, take students after Class VIII and also after Class X with four year and two year courses respectively. Both give a 'middle' specialist training, and in 1982 there were said to be over one hundred of them in total in the country. 34

Specialist physical education courses at colleges of education are administered by their own Republican ministries of education. Their courses are similar to those of the tekhnikums except that they include biology since they study physical education in greater depth.

Many teachers with an intermediate specialist training are being encouraged to improve their qualifications and therefore enrol on part-time or correspondence courses at the higher education establishments (see below).
Universities and Pedagogical Institutes

Physical education faculties at universities and pedagogical institutes are similar in many ways: they only admit students who have completed a 10 (11)-year secondary education, they give a higher education, they have competitive entrance examinations, a four-year full-time course and are administered by Republican ministries of education and the USSR Ministry for Secondary and Higher Education. Their courses are similar to those of institutes of physical culture - the differences are outlined below.

In 1985, there were reported to be 250 pedagogical institutes in the USSR of which 110 had physical education faculties but, despite this number, there is still a shortage of specialist teachers.

Application to enrol for a course is made by the student to the rector of an institute on an official form along with testimonials, certificate of education, school work record book, four photographs and GTO and sports ranking records.* Invitations are then sent to students to attend the institute for entrance examinations. In the case of the Brest Pedagogical Institute these are held from 1 June to 20 June for candidates for part-time courses, and from 1 August to 20 August for the full-time course.

The list of entrance examination subjects quoted by the Head of the Department of Educational Establishments for Training Physical Culture Teachers at the USSR Ministry of

* See Appendix 0 for details of the application procedure and physical tests for the Physical Education Faculty at the Brest Pedagogical Institute. There are no UCCA-type multiple choice applications in the USSR, and students may apply for only one institution.
Education in Moscow in 1985 was:

- Russian Language and Literature
- Chemistry
- Practical tests based on the school and GTO programmes - track and field athletics, swimming, gymnastics and team games. 36

At the Brest Pedagogical Institute in 1985 they were given as:

- Russian Language and Literature (or Byelorussian if desired) - written
- Chemistry (oral)
- Biology (oral)
- Practical tests: track and field athletics, swimming and gymnastics. 37

Masters of Sport and International Masters of Sport are not required to take the practical tests.

Written, oral and practical tests and interviews are conducted at each institute, and those students who prove themselves to be the most suitable for a teacher training course are invited to enrol. There are no set minimum levels of proficiency in the practical tests, but students are expected to be of a good standard in at least one sport and, as can be seen in Appendix 0, they accrue points in the tests and these are taken into account when selecting students. All education is free of charge in the USSR and many students additionally receive grants. At the Brest Pedagogical Institute Physical Education Faculty in 1985, 75 per cent of the students received a grant.*

* Student grants vary between 45 and 75 roubles per month – the average is around 55 roubles per month.
The acute shortage of workers in physical education and the drive to upgrade all teachers' qualifications to a higher education have led to many institutes enlarging their part-time and correspondence course departments. The course of study for part-time students has increased to five years and is said to be:

".... the most democratic way of studying as it helps preserve the interests of the state and the individual". 38

The system of allowing students to study whilst working evidently eases the country's labour shortages in the field of physical education, especially in schools, whilst at the same time saving the country money as full-time education is costly.

Institutes take only those part-time students whose jobs correspond to the speciality of the subject. The selection procedures are set according to the students' background; for example, graduates of tekhnikums who have specialised in physical education and have taught in a secondary school for one year may apply. They must have good references from the head teacher and local education authority. There is no entrance examination but each must take practical tests in swimming, gymnastics and track and field athletics and be interviewed.

Part-time students are granted fully-paid leave at the following rates:

1st and 2nd years - 30 days
3rd and 4th years - 40 days
5th year - 120 days (two sessions 50 and 70 days)
At Brest they attend the Institute for regular group sessions and also have 15-minute individual tutorials in addition to group tutorials with their course lecturers. Each student is given written assignments which they post back to their tutors.

All part-time students, even if already teaching in a sports school, must complete periods of teaching practice in a secondary school. If already a schoolteacher, a part-time student will complete teaching practice in his/her own school. After successfully completing three years of their course, students receive a certificate (spravka) which states 'not full higher education' and are entitled to a pay rise. After their fifth year they receive their full certificate and a second pay rise.

Of the 750 physical education students at the Brest Pedagogical Institute in 1985, 300 were full-time and 450 part-time. The first-year students of 1984/85 comprised 125 full-time and 75 part-time students. Only 25 per cent of all physical education students at Brest were women. The Dean of the Faculty explained "the course is hard for women", but, at the Herzen Pedagogical Institute in Leningrad, the Dean of the Faculty of Physical Education explained:

"Of our 360 students only 40 per cent are women because we need more men teachers nowadays".

Since 1973, some institutes have had preparatory departments for every faculty and these prepare students who,

* In the USSR, teaching is a profession which traditionally has been taken up by women rather than men because of low pay rates as explained earlier.
for various reasons, cannot be accepted into the institute by the normal entrance procedure. These include young men who have been conscripts in the armed services for two or three years, or students who have previously failed the entrance examinations, particularly from collective or state farms. At the end of their six-months course which ran from December to May, the preparatory group (all men in 1984/85) at the Herzen Pedagogical Institute in Leningrad were due to take their end-of-course (not entrance) examinations in July. They were also to be tested in track and field athletics events: 100 metres, 1000 metres, shot put and long jump. Those who achieved an acceptable standard would be accepted for the main teacher training course vne konkursa (without competition). 41

Some students who enter pedagogical institutes are already talented athletes competing regularly in top-class competitions, and their courses may be tailored to allow them to continue training and competing. At the Herzen Pedagogical Institute, around 10 to 15 per cent of physical education students are said to be involved in top-class sport. They may extend their courses for up to eight years and their teaching practice and examinations are rearranged when necessary to accommodate important competitions. 42* These students receive their training either from one of the department's lecturers or a sports society coach. B.A. Petrov at the Herzen Pedagogical Institute commented that the best athletes come through the sports school system and are already members of a sports society. These people he said, are

* This is not permitted in all pedagogical institutes and some only rearrange teaching practice and examinations as necessary, but not lectures.
reluctant to join the student sports society Burevestnik which does not have large financial resources, it attracts only the less-talented athletes and is, consequently, not as successful as it might otherwise be. 43

Whilst pedagogical institutes offer training for the qualification 'teacher of physical culture', and most of their graduates go to teach Classes I to X (XI) in general schools, some are appointed as coaches in sports schools. From the Brest Pedagogical Institute about 10 per cent of students, who are said to be "the best, for example, Masters of Sport" go to work in sports schools. 44 Since the introduction of the system of elementary training groups in sports schools, it is likely that trained teachers would be more likely to wish to teach these children than trained coaches who may prefer to work with more talented children.

Before 1982, male students entering higher education were usually excused full conscription but were obliged to follow military training courses during their period of study. However, in 1982 the rules were changed and now almost all fit young men of 18 or 19 years of age must enter the armed forces for two years. This is because they are the children of people born in the early 1940s, the country's worst war years, when the birth-rate dropped. As a consequence, there are now too few young adult males for selective conscription and so all who are suitable are drafted. The result is that young men usually enter higher education at 17 or 18 years of age, study for one year and then go away for two years military service after which they return to their studies. This dilemma occurs because they are considered to be too young for military service at 17 years of age. When they
return to their studies these young men are said to be "more disciplined and studious than before". 45

Each faculty of physical education is divided into departments, each responsible for certain parts of the programme. In Brest, for example, the departments are:

i) Theory and Methods

This department teaches courses on the theory and methods of physical education, the history of physical education and the theory and methods of gymnastics, wrestling and modern rhythmic gymnastics. It is also responsible for the organisation and supervision of teaching practice. This department has the greatest status and the most highly qualified lecturers academically.

ii) Sports

The syllabus provides for courses in the major school sports - volleyball, basketball, soccer and handball as well as badminton, table-tennis, gorodki and outdoor recreation work. Their lectures involve some 95 per cent practical work and 5 per cent theory.

iii) Skiing and Track and Field Athletics

In addition to teaching skiing and track and field athletics, this department also looks after the preparatory group.

iv) Physiology and Anatomy*

In their lectures, this department aims to teach students to know their own body and how to use it

* At the Herzen Pedagogical Institute in Leningrad, physical education students go to other faculties for specialist teaching in these subjects.
in sport and then to apply this knowledge in their teaching. The courses include anatomy, physiology, exercise physiology, hygiene, special medical group work and remedial exercises.

v) General Physical Education

This department provides the mass sports work for the general body of students (2000) for their two years' compulsory twice-weekly sessions which aim to improve their health and strength. It also gives lectures to the students on the primary teachers' course and additionally offers training to a high level in various sports according to lecturers' specialities.

Each institute encourages its students to work towards mastery (1st Rank or Master of Sport) in one sport. For this, they must attend regular training sessions in addition to their timetabled lectures. In Brest, 20 different kinds of sport were offered to a high level. At the Herzen Pedagogical Institute B.A. Petrov, Head of the Theory and Methods Department, explained to the researcher that at his institute they specialise in skiing, running and ice hockey every year but that, additionally, they try to 'cultivate' different sports each year. Their selection procedure is influenced accordingly, for example, one year they may look particularly for good ice hockey players to make a team, another year for volleyball players and so on.

The Educational Plan (syllabus) for training physical culture teachers is the responsibility, overall, of the USSR Ministry of Higher and Secondary Education in Moscow,
although Republican ministries may make small changes and plan details of their courses to suit their own regional features. Every five years the Plan is reviewed and altered. The USSR Ministry of Higher and Secondary Education appoints a board of specialists who together draft a new plan which they feel will adequately train teachers to educate children according to the government's current policies. The training must prepare teachers to teach the school programmes - the school programmes are not planned to suit the teaching profession. The draft programme is sent out to each institute and Republican ministry of education for discussion. Comments and suggestions are then sent back to the USSR Ministry of Higher and Secondary Education where "some changes may be made".\(^{48}\) The revised plan is sent to the Minister for approval and thence to each institute for the new educational year starting on 1 September. Some details of the plan, such as the gymnastics course, are open to modification and staff at institutes are invited to submit their suggestions; the best is chosen for all to follow. At Brest, they have a strong gymnastics tradition and, according to the Dean of the Physical Education Faculty, N.I. Pristupa, hoped to have their plan accepted for 1985/86.\(^ {49}\)

Regular changes in the programmes are in accordance with the country's policy of five-year economic plans. The 1984 Educational Reforms gave the main guidelines for the new programmes for September 1985. The school programmes were drafted first and those for teacher training came next. When the researcher visited the offices of the USSR Ministry of Education in May 1985, she was given one of the first available copies of the final draft of the school physical education programme for September 1985; none was available
at that time for teacher training courses. Indeed, doubts were expressed in Leningrad and Brest whether they would be finalised by 1 September for the new educational year (details are given below of the probable new trends and changes in teacher training programmes from 1 September 1985).

Because part-time courses are based on the full-time course plans, except over a longer period, only the latter will be described and discussed in this study.

The Educational Plan (учебный план) leads to the qualification "teacher of physical culture" and is divided into seven sections which are detailed below and also shown in Tables 38 to 43.

i) The Educational Process

The plan of studies is shown on Table 38. The course lasts for four years and is divided into eight terms. Each year begins on 1 September, the first, third and fourth years end on 5 July and the second year on 12 July, when students begin their summer vacations. In February, each year-group has two weeks vacation. The course consists of theoretical study, that is lectures, practical seminars and laboratory work, examination periods, teaching practice and training camps.

ii) Time Allocations

Table 39 shows the amount of time (in weeks) that is devoted to each activity. As the course ends in July of the fourth year, the summer weeks which follow are not accounted for in the vacation time for the graduates.

iii) Distribution of the Disciplines

In Table 40 each discipline is listed with details of
# TABLE 38

## PLAN OF STUDIES FOR PHYSICAL EDUCATION COURSE NO. 2114 AT PEDAGOGICAL INSTITUTES FOR THE QUALIFICATION OF 'PHYSICAL CULTURE TEACHER'

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<th>NOVEMBER</th>
<th>DECEMBER</th>
<th>JANUARY</th>
<th>FEBRUARY</th>
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<td>12 19 26 2</td>
<td>9 16 23 30</td>
<td>7 14 21 28 4</td>
<td>11 18 25</td>
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</tr>
<tr>
<td>IV</td>
<td>T T T T T T T T</td>
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</tbody>
</table>

- **TAUGHT COURSES**
- **C SUMMER & WINTER CAMPS**
- **E EXAMINATIONS**
- **P PROJECTS & DIPLOMA WORK**
- **T TEACHING PRACTICE**
- **V VACATIONS**

*Source: Uchebny plan po spetsialnosti No. 2114. Fizicheskoe vospitanie, USSR Ministry of Higher Education, (Moscow, 1983)*
<table>
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<tr>
<th>YEAR OF STUDY</th>
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<th>EXAMINATIONS</th>
<th>SUMMER AND WINTER CAMPS</th>
<th>TEACHING PRACTICE</th>
<th>DIPLOMA AND PROJECT WORK</th>
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<td>9</td>
<td>52</td>
</tr>
<tr>
<td>III</td>
<td>27</td>
<td>5</td>
<td></td>
<td>10 - 6 in schools and 4 in Pioneer Camps</td>
<td></td>
<td>10</td>
<td>52</td>
</tr>
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<td>IV</td>
<td>24</td>
<td>5</td>
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<td>18</td>
<td>15</td>
<td>17</td>
<td>6</td>
<td>31</td>
<td>200</td>
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</table>

<table>
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<tr>
<th>DISCIPLINES</th>
<th>DISTRIBUTION ACCORDING TO TERMS</th>
<th>NUMBER OF SESSIONS (45 mins each)</th>
</tr>
</thead>
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<td>EXAM-</td>
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<tr>
<td>1. History of the CPSU</td>
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<td>120</td>
</tr>
<tr>
<td>2. Marxist-Leninist philosophy</td>
<td>3.4</td>
<td>140</td>
</tr>
<tr>
<td>3. Political economy</td>
<td>5.6</td>
<td>100</td>
</tr>
<tr>
<td>4. Scientific communism</td>
<td>7.8</td>
<td>80</td>
</tr>
<tr>
<td>5. Soviet law</td>
<td>8</td>
<td>30</td>
</tr>
<tr>
<td>6. Scientific atheism</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>7. Foreign language</td>
<td>1.2, 3, 4</td>
<td>240</td>
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<tr>
<td>8. Introduction to specialty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Psychology</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>10. Education</td>
<td>4.5</td>
<td>100</td>
</tr>
<tr>
<td>11. Environmental protection</td>
<td>7</td>
<td>24</td>
</tr>
<tr>
<td>12. Education work in vocational-technical schools</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td>13. Vocational guidance of school-children</td>
<td>8</td>
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<tr>
<td>14. Psychology of physical education and sport</td>
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<td>21. Growth and development</td>
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<tr>
<td>23. Hygiene</td>
<td>6</td>
<td>120</td>
</tr>
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<td>24. Remedial physical culture and sports medicine</td>
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<tr>
<td>25. Gymnastics and teaching methods</td>
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<td>30. Active games and teaching methods</td>
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<td>33. Wrestling (men) &amp; teaching methods</td>
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<td>38</td>
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<tr>
<td>34. Musical and rhythmic education</td>
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<td>35. Sports buildings &amp; technical instruction</td>
<td>8</td>
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</tr>
<tr>
<td>36. Discipline of student's choice</td>
<td>7.8</td>
<td>50</td>
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</table>

**Source:** Uchebn plan po special'nost. No. 2118 Fizicheskoe vospitanie, USSR Ministry of Higher Education, (Moscow, 1983).
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<tr>
<th>DISCIPLINES</th>
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<tr>
<td>2. Marxist-Leninist Philosophy</td>
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<td>4</td>
</tr>
<tr>
<td>3. Political economy</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>4</td>
</tr>
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<td>4. Scientific communism</td>
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<td>5</td>
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</tr>
<tr>
<td>5. Soviet Law</td>
<td>4</td>
<td>5</td>
<td>3</td>
<td>4</td>
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<tr>
<td>6. Scientific atheism</td>
<td>4</td>
<td>5</td>
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<td>4</td>
</tr>
<tr>
<td>7. Foreign language</td>
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</tr>
<tr>
<td>8. Introduction to speciality</td>
<td>2</td>
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<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. Psychology</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. Education</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11. Environmental protection</td>
<td>2</td>
<td>2</td>
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<tr>
<td>12. Educational work in vocational-technical schools</td>
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<tr>
<td>13. Vocational guidance of children</td>
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<tr>
<td>14. Psychology of physical education and sport</td>
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<td>4</td>
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<td>15. Theory and methods of physical education</td>
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<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>16. History and organisation of physical education</td>
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<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>17. Biochemistry</td>
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<td>2</td>
<td>3</td>
<td>4</td>
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<td>18. Anatomy</td>
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<td>2</td>
<td>3</td>
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</tr>
<tr>
<td>19. Biomechanics</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>20. Physiology</td>
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<td>3</td>
<td>4</td>
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<tr>
<td>21. Growth and development</td>
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<td>23. Hygiene</td>
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<td>24. Remedial physical culture and sports medicine</td>
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<td>2</td>
<td>3</td>
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<td>25. Gymnastics and teaching methods</td>
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<td>2</td>
<td>3</td>
<td>4</td>
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<td>26. Track and field athletics and teaching methods</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>27. Swimming and teaching methods</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>28. Ice skating and teaching methods</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>29. Sports and teaching methods</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>30. Active games and teaching methods</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
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<td>31. Shooting and teaching methods</td>
<td>2</td>
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<td>3</td>
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<td>4</td>
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<td>33. Musical and rhythmical education</td>
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<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>34. Sports buildings and technical instruction</td>
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<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>35. Civil defence</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>36. Discipline of students' choice</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
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**NUMBER OF SESSIONS**

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<th>32</th>
<th>32</th>
<th>33</th>
<th>31</th>
<th>29</th>
<th>1</th>
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</thead>
<tbody>
<tr>
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<td>3</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>CREDITS</td>
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<td>3</td>
<td>6</td>
<td>5</td>
<td>6</td>
<td>3</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

Source: Uchebny plan po spetsial'nosti No 2114 Fizicheskoe vospitanie, USSR Ministry of Higher Education, (Moscow, 1983).
when examinations and tests are set for each and the total numbers of sessions (of 45 minutes) which are to be allowed for each type of work for every discipline. Table 41 details the number of sessions per week for each discipline and shows in which year and term they should be taught.

Table 40 also shows the required workload of the course: 3642 sessions, two sets of course work, 25 examinations and 39 credits (tests). Table 41 shows how these are distributed over the four years.

iv) Optional Disciplines

Students should attend additional lectures or training sessions from the following options:

a) The principles of Marxist-Leninist ethics
b) The principles of Marxist-Leninist aesthetics
c) Improvement of sports mastery (see Table 42 and 43)
d) Organisation and methods of mass physical culture work with schoolchildren
e) Educational research in physical education
f) Family and other out-of-school education

These optional courses give students the opportunity to improve either their practical or theoretical work, the results of which determine whether or not they receive grants, and the amount of the grant. They also help students who may be weak in a particular area of study and constitute the training sessions for competing athletes.

v) Training Camps

Training camps are held for intensive sports work in the first and second years. These include three weeks in January and February and four weeks of June and July of the
TABLE 42

COURSE FOR STUDENTS OF 1st RANKING AND MASTERS OF SPORT SPECIALISING IN SKIING AT PEDAGOGICAL INSTITUTES

<table>
<thead>
<tr>
<th>PART OF THE PROGRAMME</th>
<th>YEAR OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
</tr>
<tr>
<td>1. Theory section</td>
<td></td>
</tr>
<tr>
<td>a) Lectures, consultations and seminar work</td>
<td>30</td>
</tr>
<tr>
<td>b) Demonstrations</td>
<td>20</td>
</tr>
<tr>
<td>2. Practical work</td>
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</tr>
<tr>
<td>Educational training work in sections (main type)</td>
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<tr>
<td>3. Methods section</td>
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<tr>
<td>a) Methods work (including a review of methods)</td>
<td>20</td>
</tr>
<tr>
<td>b) Educational practice</td>
<td>10</td>
</tr>
<tr>
<td>c) Judging sports competitions</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>645</td>
</tr>
</tbody>
</table>

### TABLE 43

**COURSE FOR STUDENTS OF IIInd AND IIIrd SPORTS RANKING SPECIALISING IN SKIING AT PEDAGOGICAL INSTITUTES**

<table>
<thead>
<tr>
<th>PART OF THE PROGRAMME</th>
<th>YEAR OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
</tr>
<tr>
<td>1. Theory section</td>
<td></td>
</tr>
<tr>
<td>a) Lectures, consultations and seminar work</td>
<td>18</td>
</tr>
<tr>
<td>b) Demonstrations</td>
<td>14</td>
</tr>
<tr>
<td>2. Practical work</td>
<td></td>
</tr>
<tr>
<td>Educational training work</td>
<td>307</td>
</tr>
<tr>
<td>in sections</td>
<td></td>
</tr>
<tr>
<td>3. Methods section</td>
<td></td>
</tr>
<tr>
<td>a) Methods work (including a review of methods)</td>
<td>18</td>
</tr>
<tr>
<td>b) Educational practice</td>
<td>10</td>
</tr>
<tr>
<td>c) Judging sports competitions</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>387</td>
</tr>
</tbody>
</table>

first year, and three weeks in February and five weeks in June/July of the second year. The choice of activities is left up to the individual institutes, and is largely dependent upon their local conditions and climate. From the Herzen Pedagogical Institute in Leningrad, students study skiing and skating at their winter camps and track and field athletics, swimming and 'tourism' during the summer camps. Additionally, they spend ten days of normal term time learning about the theory and practice of hiking. All the clothing and equipment is provided free of charge for each activity. In the opinion of B. A. Petrov, Lecturer at the Herzen Pedagogical Institute:

"In practical terms, the training camps allow us to put the work of ten terms into just eight by virtue of the intensive work we are able to undertake".

vi) Teaching Practice

Teaching practice lasts for a total of 17 weeks and is allocated as follows:

a) Second term of the third year - students go into schools for six weeks in February and March in groups of five or six where they observe and teach lessons with Classes I to VII. Either a lecturer stays with the group, or an experienced teacher is asked to supervise them.

b) Second term of the third year - students work as physical education instructors for four weeks in

* In 1983, during a visit to School No. 185 in Leningrad, the researcher observed first a physical culture lesson taught by the school's specialist teacher, then three almost identical lessons taught by students from the Lesgaft Physical Culture Institute. Whilst each student taught, the other students and their lecturer watched and then gave a critical assessment afterwards.
June and early July in Young Pioneer camps. The trade unions organising the camps pay them for this work.

c) First term of the fourth year - students go into schools for seven weeks and work mainly with Classes IX and X. From the Brest Pedagogical Institute students are sent for this teaching practice into rural schools. 51

At the start of their teaching practice students attend lessons given by experienced teachers and they are given the opportunity to discuss the work with the teacher. The next stage is for students to give lessons themselves with other students watching. They then discuss each lesson. Whilst out in schools, students are given tasks such as to measure the amount of light in a gymnasium or describe items of gymnastic equipment. For their final teaching practice some of the best students may be sent out to schools in rural areas which do not have their own specialist teachers. They therefore complete the teaching practice whilst working like qualified teachers. Mr Kruglov of the USSR Ministry of Education explained:

"This is permitted because the student has satisfactorily completed courses in those subjects which he/she will be teaching". 52

In their final school practice, students are given a teaching load of 12 lessons each week plus extracurricular work. Teaching practice is usually undertaken in secondary schools, but where a student intends to take a job in a Young Pioneer palace, specialised secondary school, tekhnikum or sports
school then a practice is usually arranged in that type of establishment.

When questioned about the attitude of schools towards students on teaching practice, Mr Kruglov commented:

"Students are welcomed by the teaching staff in schools. Of course we prefer to send them to schools where staff are experienced and supportive". 53

If a student fails to reach the required standard to pass the teaching practice, or has missed some of it owing to illness or participation in sports competition, then he/she may be required to do extra school practice.

vii) Diploma Projects or Diploma Work

No requirements are set out in the Plan for diploma projects or diploma work, but six weeks are set aside for this work at the end of the final year of study.

viii) State Examinations

At the end of their final year each student must sit for the following state examinations:

- Scientific communism
- Education
- Theory and methods of physical education
- The physiological principles of physical education

According to B.A. Petrov of the Herzen Pedagogical Institute in Leningrad "practically all students pass their final examinations". 54

The Educational Plan also lists details of the following parts of the course which are given in Tables 44 and 45:
<table>
<thead>
<tr>
<th>DISCIPLINES</th>
<th>DISTRIBUTION ACCORDDING TO TERMS</th>
<th>NUMBER OF SESSIONS (45 mins each)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EXAMINATIONS</td>
<td>CREDITS</td>
</tr>
<tr>
<td></td>
<td>&gt;Total</td>
<td>&gt;</td>
</tr>
<tr>
<td>1. Distribution of sessions for</td>
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<tr>
<td>psychology</td>
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<tr>
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<td>&gt;</td>
</tr>
<tr>
<td>education</td>
<td>&gt;</td>
<td>&gt;</td>
</tr>
<tr>
<td>a) Education</td>
<td>&gt;</td>
<td>&gt;</td>
</tr>
<tr>
<td>b) History of education</td>
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<td>&gt;</td>
</tr>
<tr>
<td>c) Methods of educational work</td>
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</tr>
<tr>
<td>3. Annual winter camp:</td>
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<td>Skiiing and methods of teaching</td>
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</tr>
<tr>
<td>4. Annual summer camp:</td>
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<td>&gt;</td>
</tr>
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<td>a) Track and field athletics and</td>
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<td>&gt;</td>
</tr>
<tr>
<td>teaching methods</td>
<td>&gt;</td>
<td>&gt;</td>
</tr>
<tr>
<td>b) Team games and teaching methods</td>
<td>&gt;</td>
<td>&gt;</td>
</tr>
<tr>
<td>c) Swimming and teaching methods</td>
<td>&gt;</td>
<td>&gt;</td>
</tr>
<tr>
<td>d) Active games in the countryside</td>
<td>&gt;</td>
<td>&gt;</td>
</tr>
<tr>
<td>e) 'Tourism' and teaching methods</td>
<td>&gt;</td>
<td>&gt;</td>
</tr>
</tbody>
</table>

* These are games conducted with young children when they are taken for walks or whilst they are in Young Pioneer camps.

Source: Uchebny plan po spetsial'nosti No 2114 Fizicheskoe vospitanie, USSR Ministry of Higher Education, (Moscow, 1983).
## Table 45: Distribution of Sessions for Psychology, Education and Annual Camps at Pedagogical Institutes

<table>
<thead>
<tr>
<th>Disciplines</th>
<th>Distribution during the years and terms</th>
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<tr>
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<td>b) Age and educational psychology</td>
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</tr>
<tr>
<td>2. Distribution of sessions for</td>
<td></td>
</tr>
<tr>
<td>education</td>
<td></td>
</tr>
<tr>
<td>a) Education</td>
<td></td>
</tr>
<tr>
<td>b) History of education</td>
<td></td>
</tr>
<tr>
<td>c) Methods of educational work</td>
<td></td>
</tr>
<tr>
<td>3. Annual winter camp:</td>
<td></td>
</tr>
<tr>
<td>Skiing and methods of teaching</td>
<td></td>
</tr>
<tr>
<td>4. Annual summer camp:</td>
<td></td>
</tr>
<tr>
<td>a) Track and field athletics and</td>
<td></td>
</tr>
<tr>
<td>teaching methods</td>
<td></td>
</tr>
<tr>
<td>b) Team games and teaching methods</td>
<td></td>
</tr>
<tr>
<td>c) Swimming and teaching methods</td>
<td></td>
</tr>
<tr>
<td>d) Active games in the countryside</td>
<td></td>
</tr>
<tr>
<td>e) 'Tourism' and teaching methods</td>
<td></td>
</tr>
<tr>
<td>Sessions per week (45 minutes each)</td>
<td></td>
</tr>
</tbody>
</table>

Source: Uchebny plan po spetsial'nost'i No 2114 Fizicheskoe vospitanie, USSR Ministry of Higher Education, (Moscow, 1983).
Distribution of sessions for psychology
Distribution of sessions for education
Annual winter camp
Annual summer camp

Table 44 shows the different parts of each course, whether there are examinations, credits and course work, when these are held and the number of sessions. Table 45 shows when each part is taught and how many sessions per week are allotted.

Below are listed the subjects from which students make their choice for a study (number 36 in the list of compulsory disciplines given in Tables 40 and 41).

1. Methods of physical education work with children in special medical groups.
2. Psychophysiology of physical education.
3. The work of a class leader.
4. Economics of physical culture and sport.
5. Physical culture and sport with schoolchildren at their place of residence.
7. The psychology of the work of the organiser of children's sport.
8. Methods of psychoanalysis in sport.
9. Military and patriotic education by means of physical culture in general schools and in vocational-technical schools.
10. Methods of strengthening pupils (tempering).
11. Features of upbringing work in schools and in vocational-technical schools.
12. The organisation and methods of physical education in prolonged-day groups.

13. The organisation and methods of conducting work in children's sports schools, sports boarding schools and sports classes in general schools.

14. Supervision in physical culture lessons in general schools and in vocational-technical schools.

15. Morpho-functional elements of the physical education of schoolchildren.

16. Methods of educational and medico-biological supervision in physical education and sport.

Appendix P gives details of some of the courses which include:

I  Theory and Methods of Physical Education
II  Psychology of Physical Education and Sport
III  Biomechanics
IV  Musical-rhythmical Education
V  Modern Rhythmic Gymnastics
VI  Small-bore Shooting and Methods of Teaching
VII  Human Anatomy
VIII  Hygiene in Schools and Physical Exercises
IX  Skiing and Methods of Teaching
X  Team games and Methods of Teaching
XI  Psychological Aspects of the Work of a Children's Sports Organiser (optional course)

and outline the work which must be included at every institute. Using these as guidelines, the staff at each institute compile their own programmes in full, session by session, and must adhere to these throughout the year. Every student group has a register which the 'monitor' (starosta) brings to each session. The register is signed by the lecturer(s)
and monitor and brief details are recorded of the work completed.

The four-year course allows students to study the background to their chosen subject, to learn skills and improve their own performances in the first two years, and then learn how to apply those skills as a teacher in the final two years.

Six disciplines covering a total 494 sessions are devoted to furthering students' political education. When they are teaching in schools they will be expected to play an important role in their pupils' communist education, and so during their entire teacher training course their own communist education is continued term by term in a structured fashion:

Year I - History of the CPSU
Year II - Marxist-Leninist philosophy
Year III - Political economy
Year IV - Scientific communism, Soviet law and scientific atheism

so that each is fully prepared to teach young people in Soviet society.

The importance of a teaching force which has received a full political education was emphasised by Soviet Minister of Education M.A. Prokof'ev, in a speech in February 1981 at the XXVI Party Congress in which he warned against:

"'Reactionary bourgeois pedagogical theories and concepts' which threaten to revive a 'petty bourgeois and nationalistic outlook' among ideologically immature pedagogues". 55

and so would threaten children's communist education.*

* See Chapter I for details of the use of political education in schools.
All students must learn a foreign language during the first two years of the course. In most institutes they may choose from English, French and German and the course lasts for 240 sessions. Only a few postgraduates ever travel abroad to use the foreign language - the others use it to translate literature on physical education and may teach it, particularly if they go to work in a rural school, but in general, all their text books are written in Russian and only a few postgraduates need to use foreign books.

The remaining disciplines are self-explanatory from their titles and cover the following general areas: psychological-pedagogical disciplines, medical-biological disciplines, theory of physical culture, sports teaching - which includes students learning how to do each sport as well as teaching methods and is also undertaken in the sports training camps, additional subjects - musical and rhythmical education which helps students to use music in their lessons, sports buildings and technical instruction and civil defence. Civil defence is taught in the first year, prior to male students' conscription and may be seen as a preparation for this.

Institutes of Physical Culture

The final methods of receiving a higher education to train as a teacher of physical culture is at one of the country's institutes of physical culture. In 1985, there were 23 institutes of physical culture and four affiliated

* The increasing use of music in school physical culture lessons was particularly noticeable during the researcher's visit to the USSR in 1985.
faculties, which are sited in other institutes but are linked with already-established physical culture institutes. Some of the 23 full institutes of physical culture have developed in this manner. Each Republic has at least one institute of physical culture, others have more, for example, there are eight in the RSFSR. 56

The institutes of physical culture are administered jointly by the All-Union and Republican Committees on Physical Culture and Sport and Republican education ministries. The two main and most prestigious institutes are the Lesgaft Institute of Physical Culture in Leningrad (founded in 1896)* and the Moscow State Central Order of Lenin Institute of Physical Culture (GTsOLIFK) (founded in 1920). They have their own programmes for the teacher training courses and the remainder follow a uniform programme with small variations to suit their own regions and facilities. The GTsOLIFK accepts only IIInd Rank athletes for its teachers' courses, and between 1967 and 1981 did not produce any graduates who would become teachers of physical culture in schools since it was decided that it would concentrate solely on training coaches, administrators and teachers for higher and secondary specialised education, and act as an educational institution for full-time athletes. 57 However, owing to the country's need for specialist physical culture teachers in schools, it was decided to restart the physical culture courses and the first 38 schoolteachers graduated in 1982. 58 At the Lesgaft Institute, students are accepted into the pedagogical faculty.

* See Chapter II for details of the work of anatomist P.F. Lesgaft after whom the Institute was named.
with a minimum IIIrd Rank sports qualification.

Each physical culture institute has several different faculties, the two main ones train teachers of physical culture and coaches of different types of sport - the teacher training courses will be described first.

As for pedagogical institutes, students applying to institutes of physical culture must first pass an entrance examination, which consists of five parts at the Lesgaft Institute:

1) Russian literature and language (written)
2) Biology (oral)
3) Chemistry (oral)
4) Practical tests in one specialist sport - IIIrd Ranking minimum
5) General fitness tests taken from the GTO Programme - swimming, track and field athletics and gymnastics

Students are also interviewed to assess their suitability for the teaching profession.

The course lasts for four years for full-time students (up to eight years for competing athletes), and five years for part-time/correspondence course students. Physical culture institutes have recently moved towards training greater numbers of teachers than previously. The Pro-Rector of the Lesgaft Physical Culture Institute explained that this is due mainly to the policies of taking six-year olds into schools and of employing specialist teachers to work with primary classes. However, he said that in 1984 only one third of the 314 graduates of full-time courses for coaches and teachers at the Lesgaft Institute had been on the teachers' course. He added that the drop-out rate was about three per
cent each year, due mainly to students realising that they had made a mistake in their choice of profession or coming from a sports school with no sports studies and then having to work hard at the Institute but being unable to cope. 59

Physical culture institute programmes change every five years and are accepted first by the USSR and Republican Sports Committees and then by the USSR Ministry for Secondary and Higher Education which may suggest changes. The Lesgaft Institute is permitted to plan its own programmes and it also contributes suggestions for the programmes of other physical culture institutes. Head of the Department of Theory and Methods of Physical Culture at the Lesgaft Institute, Professor V.M. Vydrin, suggested to the researcher in 1985 that the new programme for physical culture institutes (for September 1985) was likely to be chosen either from the Lesgaft, the GTsOLIFK or Omsk or a mixture of all three. 60

Table 46 shows details of the course for the qualification 'Teacher of Physical Culture' which was used at the Lesgaft Institute in the educational year 1982/83. It lists the subjects, showing when they are taught, for how many sessions (of 45 minutes) and when examinations and credits are to be taken. It also details periods of teaching practice, final examinations and sports training camps.

In the educational year 1984/85, there were some minor changes to the programme at the Lesgaft Institute and the disciplines and number of sessions for each are listed in Table 47. The differences for 1984/85 include the addition of Soviet Law to the Social Sciences programme, slight increases in Anatomy and Biomechanics of 20 sessions each, decreases in Gymnastics, Team Sports, Skiing, Wrestling and
### Table 46

**Educational Plan for the Qualification 'Teacher of Physical Culture' at the Lesgaft Institute of Physical Culture, Leningrad 1982/83**

| Disciplines | Number per Year | | | Number of Sessions per Year (45 Minutes Each) | | |
|-------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|              | Examinations    | Credits         | I | II | III | IV | I | II | III | IV | I | II | III | IV |
| History of the CPSI | 4 | 1 | 1 | 1 | 1 | 1 | 120 | 120 | 120 | 120 |
| Marxist-Leninist philosophy | 2 | 1 | 1 | 1 | 1 | 140 | 140 | 140 | 140 |
| Political economy | 2 | 1 | 1 | 1 | 1 | 100 | 100 | 100 | 100 |
| Scientific atheism | 1 | 1 | 1 | 1 | 1 | 24 | 24 | 24 | 24 |
| Scientific communism | 1 | 1 | 1 | 1 | 1 | 80 | 80 | 80 | 80 |
| Foreign language | 2 | 1 | 1 | 1 | 1 | 230 | 120 | 80 | 60 | 30 |
| Introduction to specialisation | 1 | 1 | 1 | 1 | 1 | 35 | 35 | 35 | 35 |
| Psychology | 1 | 1 | 1 | 1 | 1 | 120 | 120 | 120 | 120 |
| Education | 1 | 1 | 1 | 1 | 1 | 60 | 60 | 60 | 60 |
| History of physical culture | 1 | 1 | 1 | 1 | 1 | 170 | 100 | 70 | 70 |
| Theory and methods of physical culture | 1 | 2 | 1 | 1 | 1 | 180 | 70 | 110 | |
| Anatomy | 1 | 1 | 1 | 1 | 1 | 160 | 160 | 160 | 160 |
| Biochemistry | 1 | 1 | 1 | 1 | 1 | 100 | 50 | 50 | 50 |
| Physical a) general, b) sports | 1 | 1 | 1 | 1 | 1 | 170 | 100 | 70 | 70 |
| Biomechanics | 1 | 1 | 1 | 1 | 1 | 60 | 60 | 60 | 60 |
| Hygiene in physical education | 1 | 1 | 1 | 1 | 1 | 90 | 90 | 90 | 90 |
| Sports medicine | 1 | 1 | 1 | 1 | 1 | 60 | 60 | 60 | 60 |
| Treatment and physiotherapy of sports injuries | 1 | 1 | 1 | 1 | 1 | 60 | 60 | 60 | 60 |
| Gymnastics and teaching methods | 1 | 1 | 1 | 1 | 1 | 256 | 140 | 80 | 36 |
| Track and field athletics and teaching methods | 1 | 1 | 1 | 1 | 1 | 230 | 70 | 70 | 90 |
| Swimming and teaching methods | 1 | 1 | 1 | 1 | 1 | 150 | 80 | 70 | 70 |
| Team sports and teaching methods | 1 | 1 | 1 | 1 | 1 | 250 | 80 | 70 | 100 |
| Skating and teaching methods | 1 | 1 | 1 | 1 | 1 | 140 | 70 | 40 | 30 |
| Shooting and teaching methods | 1 | 1 | 1 | 1 | 1 | 30 | 30 | 30 | 30 |
| Weightlifting and teaching methods (men only) | 1 | 1 | 1 | 1 | 1 | 30 | 30 | 30 | 30 |
| Rhythmic gymnastics and teaching methods (women only) | 1 | 1 | 1 | 1 | 1 | 30 | 30 | 30 | 30 |
| Ice skating and teaching methods | 1 | 1 | 1 | 1 | 1 | 50 | 50 | 50 | 50 |
| Wrestling and teaching methods | 1 | 1 | 1 | 1 | 1 | 60 | 60 | 60 | 60 |
| 'Tourism' | 1 | 1 | 1 | 1 | 1 | 120 | 120 | 120 | 120 |
| Sports specialisation | 1 | 1 | 1 | 1 | 1 | 280 | 100 | 60 | 120 |
| Organisation of mass sports work | 1 | 1 | 1 | 1 | 1 | 90 | 30 | 60 | 60 |
| Construction of sports grounds | 1 | 1 | 1 | 1 | 1 | 60 | 30 | 30 | 30 |
| Marxist-Leninist ethics | 1 | 1 | 1 | 1 | 1 | 30 | 30 | 30 | 30 |
| Marxist-Leninist aesthetics | 1 | 1 | 1 | 1 | 1 | 30 | 30 | 30 | 30 |

**Total: 1796 sessions**

**Teaching practice**
- IIIrd year & 6 weeks in a school
- IVth year - 8 weeks - placement depends upon where the student wishes to work after graduating e.g. school, sports school, Young Pioneer palace, higher education.

**Final Examinations**
- June of the IVth year: 1) Scientific communism; 2) Physiology; 3) Theory of physical culture.

**Sports Training Camp**
- 22 weeks

**Source:** Information gained during a visit to the Lesgaft Institute of Physical Culture, Leningrad, April 1983.
### TABLE 47

**DISTRIBUTION OF SESSIONS BY SUBJECT AT THE LESGAFT INSTITUTE OF PHYSICAL CULTURE, LENINGRAD FOR THE QUALIFICATION 'TEACHER OF PHYSICAL CULTURE' 1984/85**

<table>
<thead>
<tr>
<th>Subject</th>
<th>1984/85</th>
<th>(1982/83)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social sciences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scientific communism</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>Scientific atheism</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Soviet. law</td>
<td>36</td>
<td>(0)</td>
</tr>
<tr>
<td>Political economy</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Marxist-Leninist philosophy</td>
<td>140</td>
<td></td>
</tr>
<tr>
<td>History of the CPSU</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td><strong>Psychological/pedagogical</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td><strong>Medical/biological</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anatomy</td>
<td>180</td>
<td>(160)</td>
</tr>
<tr>
<td>Biochemistry</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Physiology</td>
<td>170</td>
<td></td>
</tr>
<tr>
<td>Biomechanics</td>
<td>80</td>
<td>(60)</td>
</tr>
<tr>
<td>Hygiene</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Sports medicine</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Treatment and physiotherapy of sports injuries</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>770</td>
<td></td>
</tr>
</tbody>
</table>

contd...
<table>
<thead>
<tr>
<th>Theory of physical culture</th>
<th>1984/85</th>
<th>(1982/83)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory and methods of physical culture</td>
<td>180</td>
<td></td>
</tr>
<tr>
<td>History of physical culture</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Organisation of mass sports work</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Introduction to specialisation</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>366</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sports practice and teaching methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gymnastics</td>
</tr>
<tr>
<td>Track and field</td>
</tr>
<tr>
<td>Swimming</td>
</tr>
<tr>
<td>Soccer, basketball, handball, volleyball</td>
</tr>
<tr>
<td>Skiing</td>
</tr>
<tr>
<td>Shooting</td>
</tr>
<tr>
<td>Active games</td>
</tr>
<tr>
<td>Weightlifting (men only)</td>
</tr>
<tr>
<td>Rhythmic gymnastics (women only)</td>
</tr>
<tr>
<td>Tourism</td>
</tr>
<tr>
<td>Wrestling</td>
</tr>
<tr>
<td>Ice skating</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign language</td>
</tr>
<tr>
<td>Optional discipline (introduced by the Institute)</td>
</tr>
<tr>
<td>Construction of sports grounds</td>
</tr>
<tr>
<td>Testing and measuring</td>
</tr>
<tr>
<td>Sports specialisation</td>
</tr>
<tr>
<td>Optional disciplines (chosen by students)</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Total (excluding optional disciplines of student's choice):

3846 sessions
30 examinations
36 credits

Note: Where the distribution was different in 1982/83, this is shown in brackets.

Source: Information gained during a visit to the Lesgaft Institute of Physical Culture, Leningrad, April 1985.
Ice Skating, but Active Games is now a subject in its own right, whereas before its content was included with other elements of Sports Practice and Teaching Methods. Foreign Language study was cut by 80 sessions to 210 sessions, Testing and Measuring was included as a new subject and the Sports Specialisation was increased to 290 sessions.

The major differences between the specialist 'Teacher of Physical Culture' courses at pedagogical institutes and at the Lesgaft Institute are shown in Figure 6. The first difference is in the Russian words used for 'teacher' in the title of each course. At the Lesgaft Institute, the word prepodavatel' is used and this denotes a teacher who can work in higher education as well as in schools, and is also the word used for 'lecturer'. The word uchitel' is used for 'teacher' for graduates of pedagogical institutes and more clearly defines that person as being a teacher in a school.

The other main difference between the courses is that at physical culture institutes a greater emphasis is placed upon students' own ability to perform physical skills, and less on educational/psychological aspects of the course and learning how to teach the sports than in pedagogical institutes, and the time allocations differ accordingly. An additional seven weeks are spent at sports training camps by Lesgaft Institute students, but they do three fewer weeks teaching practice than pedagogical institute students. At physical culture institutes men study weightlifting, but this is omitted in pedagogical institute courses. At the latter institutes, usually only men do wrestling and only women do rhythmic gymnastics, but at the Lesgaft Institute one woman
### The Major Differences Between the Courses to Train Physical Culture Teachers

**At Pedagogical Institutes and Institutes of Physical Culture 1984/85**

<table>
<thead>
<tr>
<th>Speciality Course 1906 (Lesgaft Institute)</th>
<th>Speciality Course 2114 (Ministry of Education)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Culture Teacher of Physical Culture (prepodavatel')</td>
<td>Physical Education Teacher of Physical Culture (uchitel')</td>
</tr>
<tr>
<td><strong>Sessions</strong></td>
<td><strong>Sessions</strong></td>
</tr>
<tr>
<td><strong>(No. of Disciplines)</strong></td>
<td><strong>(No. of Disciplines)</strong></td>
</tr>
<tr>
<td>500</td>
<td>484</td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td><strong>Social Sciences</strong></td>
</tr>
<tr>
<td>200</td>
<td>340</td>
</tr>
<tr>
<td><strong>Psychological Disciplines</strong></td>
<td><strong>Pedagogical Disciplines</strong></td>
</tr>
<tr>
<td>200</td>
<td>752</td>
</tr>
<tr>
<td><strong>Medical Biological</strong></td>
<td><strong>Medical Biological</strong></td>
</tr>
<tr>
<td>1270</td>
<td>366</td>
</tr>
<tr>
<td><strong>Theory of Physical Culture</strong></td>
<td><strong>Theory of Physical Culture</strong></td>
</tr>
<tr>
<td>1270</td>
<td>1764</td>
</tr>
<tr>
<td><strong>Sports Teaching</strong></td>
<td><strong>Sports Teaching</strong></td>
</tr>
<tr>
<td>210</td>
<td>240</td>
</tr>
<tr>
<td><strong>Foreign Language</strong></td>
<td><strong>Foreign Language</strong></td>
</tr>
<tr>
<td>90</td>
<td>80</td>
</tr>
<tr>
<td><strong>Optional Discipline</strong></td>
<td><strong>Optional Discipline</strong></td>
</tr>
<tr>
<td>440</td>
<td>160</td>
</tr>
<tr>
<td><strong>Sports Measures</strong></td>
<td><strong>Sports Measures</strong></td>
</tr>
<tr>
<td><strong>Sports Specialisation</strong></td>
<td><strong>Sports Specialisation</strong></td>
</tr>
<tr>
<td><strong>Health-Psychological Education</strong></td>
<td><strong>Health-Psychological Education</strong></td>
</tr>
<tr>
<td><strong>Instructional Guidance of Schoolchildren</strong></td>
<td><strong>Instructional Guidance of Schoolchildren</strong></td>
</tr>
<tr>
<td><strong>Environment Protection</strong></td>
<td><strong>Environment Protection</strong></td>
</tr>
<tr>
<td>34 - 14 Weeks 2nd Year - 6 Weeks 11th Year - 6 Weeks</td>
<td>33 - 11th Year - 7 Weeks</td>
</tr>
<tr>
<td><strong>Teaching Practice</strong></td>
<td><strong>Teaching Practice</strong></td>
</tr>
<tr>
<td><strong>Course Work (papers)</strong></td>
<td><strong>Course Work (papers)</strong></td>
</tr>
<tr>
<td><strong>Sports Training Camps</strong></td>
<td><strong>Sports Training Camps</strong></td>
</tr>
<tr>
<td><strong>Optional Disciplines</strong></td>
<td><strong>Optional Disciplines</strong></td>
</tr>
<tr>
<td>39 Examinations 36 Credits</td>
<td>25 Examinations 39 Credits</td>
</tr>
<tr>
<td><strong>Total (excluding optional disciplines)</strong></td>
<td><strong>Total (excluding optional disciplines)</strong></td>
</tr>
</tbody>
</table>

Source: Information gained at the Lesgaft Institute of Physical Culture, Leningrad, April 1985.
chose to do wrestling in 1985. At the Lesgaft Institute the courses 'Sports measurements' (90 sessions) and 'Sports specialisation' (290 sessions) are held in place of the 'Musical-rhythmical education' (76 sessions), 'Vocational guidance of schoolchildren' (20 sessions) and 'Environmental protection' (24 sessions) courses of the pedagogical institutes. Once again, this shows the strength of the sports bias in physical culture institutes compared to the educational bias in pedagogical institute courses. Before they graduate, students must hold the following Sports Rankings - IIInd Ranking in their chosen sport, IIIrd Ranking in two other sports and IIInd Category Referee's certificate in two other sports. 61

In order to offer students additional opportunities to practise working with children, some physical culture institutes have a 'Small Faculty' (Maly fakul'tet). The organisational plan of the Small Faculty at the Lesgaft Institute is shown in Figure 7. It can be seen from this that its activities are closely linked with the City Council, the Regional Communist Party Committee and the Regional Komsomol Committee. As well as giving students teaching experience, the Small Faculty is also involved in the agitation and propaganda of sport among its students and also among local children by sending students out on a regular basis to run sports clubs at children's places of residence.*

Another type of teacher who is trained at physical culture institutes is the "organiser of physical culture health work and 'tourism' ". Students on courses at the

* See Chapter VI on Physical Education Activities outside school which describes children's sports clubs at their places of residence.
FIGURE 7

PLAN OF THE ORGANISATION OF THE SMALL FACULTY (MALY FAKUL'TET) AT THE LESGAFT INSTITUTE OF PHYSICAL CULTURE, LENINGRAD, 1985

Source: Information gained during a visit to the Lesgaft Institute of Physical Culture, Leningrad, 18 April 1985.
Lesgaft Institute, for example, working for this qualification study much the same programme as those for the title 'teacher of physical culture' except that they must undertake work in the following subjects:

- How to organise mass sports work 86 sessions
- Methods of teaching different types of sport 90 sessions
- Mass health and sports work 74 sessions
- Tourism 40 sessions

Total 290 sessions

in place of the 290 sessions sports specialisation course followed by student teachers. The graduate teacher-organisers generally work with children, but rather than their jobs being in schools they go into Young Pioneer camps, Young Pioneer palaces, sports clubs and sports committee offices. This type of job has been created mainly to undertake propaganda work in answer to the 1981 government call for an improvement in mass physical culture and sports work especially among children, but in the opinion of S.P. Yevseev of the Lesgaft Institute of Physical Culture:

"It is difficult to promote sport for all and the teacher-organisers haven't been very effective yet - their introduction has not been a happy solution to the problem". 62

Although many more specialist teachers graduate from the pedagogical institutes than from physical culture institutes, those from the latter clearly acquire the greater status and are usually better athletes.
Improvement Courses for Teachers

Newly-graduated teachers receive their diplomas as soon as they have passed all their examinations, but must still complete a ten-month period of probation in their first job before they are considered to be fully-qualified teachers. During their probationary period, new teachers are supposed to be guided by experienced teachers. All newly-graduated teachers are either specially requested to work in a particular area (often their own town) or are sent to work in a school where there is a vacancy. They are all required to remain in their first post for at least three years and should teach the subject for which they have been trained. This serves two purposes:

a) to repay the State for their education
b) to fulfill the planned quota of teachers in their subject

Because the government plans in advance to train specialists who will qualify as jobs become vacant, it is important that graduates go into those professions for which they have been prepared. If not, the country has wasted money and jobs may remain unfilled.

Almost all newly-graduated teachers are sent to work in the Republic in which they trained but some, usually those with lower grades, may have to go to remote areas of the country. During these three years, the institute at which they studied maintains contact with them and their work records are kept by the education authority of the area in which they are working. After three years in the profession, teachers are required to attend a refresher course, again usually at their former institute, and after that they should
attend further courses every five years or when a new school programme is implemented. In 1980, there were reported to be almost 4500 regional, urban and local curriculum and methodology centres and 187 special advanced training institutes responsible for in-service education. 63

In Brest, the Pedagogical Institute has a separate but affiliated institute for teachers' refresher courses (institut usovershenstvovaniya uchitelei) in which records are kept of all the region's schoolteachers (see Appendix Q for details of a record card). Around 5000 teachers each year attend the courses in Brest, 2500 of them on a combined course which includes health improvement as well as their professional course. The combined course began in 1983, and the researcher saw the following health treatments:

dental care
oxygen inhalation
diet drinks
physiotherapy
iodine baths
sea water baths
fir-tree extract baths
treatments for bronchitis
electrically-stimulated rest 64

Some of the former bedrooms at the Institute have been converted to treatment rooms and teachers now stay three to a room - 180 teachers at a time. They are grouped according to experience and subject and 22 disciplines are offered. The programme for each course is set by the USSR Ministry of Education and includes classes in:
The Director, M. Ya. Krasheninnikova, explained that particular attention is paid to teachers who combine subjects, especially in rural schools, since they often need more help with the extra workload of keeping up-to-date with a second subject.

There are several different types of courses according to teachers' experience or health needs:

i) one month - for rural school teachers teaching combined subjects

ii) twelve days - for well-qualified teachers

iii) part-time - for women with families (two weeks at the Institute, then work at home, then two further weeks at the Institute)

iv) twenty-four days including the health improvement course - for those who need a rest.

v) summer vacation courses - for primary class teachers

All except the primary class teachers are given time off from their work to attend the courses, but since teachers of primary classes stay with a group of children for most of their lessons, it is considered too disruptive for them to be away for several weeks.

Because all teachers are now called upon to assist in supervising extracurricular work, advice on this is given in all refresher courses and forms part of the Communist Upbringing course. Lecturers from different faculties of the Brest
Pedagogical Institute assist with the work of the refresher courses and Brest physical education lecturer M.M. Nepravsky has written books and articles in education journals on extracurricular physical education. 66

The Deputy Director of the Institute for Teachers' Refresher Courses, E.Z. Toropchina, explained that the courses cost the state 180 roubles per month for each teacher, but that the cost to the teacher is just 24 roubles which includes full accommodation and health-care if needed. She added that labour veterans (long-service teachers) and those teachers with large families may pay no fees at all. 67

Staff at the Institute were concerned particularly in 1985, at the time of the researcher's visit, with training teachers of primary classes to teach six-year old children, as this age group was just starting to be integrated into the general education school system. The lecture rooms and laboratories were all set up with the equipment which is required for the school programmes and which should be in each school (although in some schools improvisation is necessary), and for practical physical education sessions the groups worked in the Pedagogical Institute's Physical Education Faculty.

Not only teachers must attend refresher courses but also head teachers and lecturers. The Headmistress of Kindergarten No.5 in Leningrad was attending a course for two days a week for two months, and the Senior Teacher one day a week for four months when the researcher visited the kindergarten in 1985. 68 Similarly, some of the lecturing staff at each of the three teacher training institutes visited in 1985 were away on courses. From pedagogical
institutes lecturers attend improvement courses at physical culture institutes. The Dean, and several of his staff of the Physical Education Faculty at the Herzen Pedagogical Institute in Leningrad, for example, were attending a course at the city's Lesgaft Institute of Physical Culture during the researcher's visit in 1985, and from the Brest Pedagogical Institute staff attended courses at Minsk Institute of Physical Culture.

Where appropriate, special lectures are arranged for groups on improvement courses, but individuals may also attend lectures for undergraduates of the normal teacher training courses when the subject matter is of interest to them.

In Leningrad, teachers' refresher courses are supplemented by a programme of seminars and lectures organised by the City Methodological Office for Physical Education which is based in the Young Pioneer Palace on Nevsky Prospect. Staff from the Lesgaft Institute of Physical Culture also assist by giving lectures and writing instructional notes for teachers. Staff from the Methodological Office visit schools, advise teachers and are available for consultation three days a week from 3.00 to 5.00pm. They also arrange for experienced teachers to give demonstration lessons for others to watch and particular attention is said to be paid to watching the progress and offering advice to young teachers.

Postgraduate Research

All teachers may, if they have achieved good marks during their teacher training course, proceed after a few years teaching to postgraduate research. Often this is in the institute in which they completed their initial training.
Their courses may be full-time or part-time and are free to the student, but choice of the research subject is determined by the USSR Ministry of Education and the USSR and Republican Academies of Sciences which allocate research topics and funding to the various institutes.

At the Herzen Pedagogical Institute in 1985 there were 16 postgraduate students, eight part-time and eight full-time. At the Lesgaft Institute, there were 70 but these included students studying sports topics as well as physical education themes.

Staff and postgraduate students at the Brest Pedagogical Institute Faculty of Physical Education were assigned one theme in the Twelfth Five-Year Plan to begin on 1 January 1986 - "The Health of the Schoolchild". In the Tenth Five-Year Plan, they were assigned two themes and in the Eleventh - one theme.

One of the country's main centres of research into children's physical education is the Research Institute of Physiology of Children attached to the USSR Academy of Pedagogical Sciences described in Chapter IV.

**Future Trends in Teacher Training**

Although the new programmes for teacher training institutions had not been finalised for the next educational year (1985/86), when the researcher was in the USSR in May 1985, there were clear indications from Mr Kruglov, Head of the Department of Educational Establishments Preparing Physical Culture Teachers at the USSR Ministry of Education, that the following changes were likely in compliance with the 1984 Educational Reforms:
More time to be assigned to teaching practice - probably four hours each week of the second term of the first year (excluding examination period) - the time to be spent in schools.

(OR Two weeks spent continually in a school in that term)

Plus four weeks in the second year (1st and 2nd terms)
- six weeks in the third year second term
- seven weeks in the fourth year first term
and four weeks in a Young Pioneer Camp at the end of the third year. 73

This adds up to a total of 23 weeks teaching practice experience over the four-year course compared with 17 weeks in the former programmes. Additionally, it is planned to take students for visits to schools to study children, observe their work and make psychological observations. The teaching practice in the new planned programme gives students six weeks longer in schools than previously and takes them into schools in their first two years where, formerly, extended stays in schools began in the third year.

The Dean of the Physical Education Faculty at the Herzen Pedagogical Institute elaborated on the reasons for these probable changes:

"If we give students more teaching practice it gives them greater opportunity to relate to school life and to children. It allows them to adapt more easily to work in schools and enables a few to find out earlier than previously if they are not suitable for the
profession since by the middle of the third year it was formerly too late to change their course if they found that they didn't like working with children. Additionally, more frequent periods in schools allows students to relate their studies to the work of teachers and to their pupils". 74

He also added that other likely changes were to devote 15 per cent more time on the course to psychology and education at the expense of biology, sports medicine, anatomy, team sports and swimming. There was also likely to be a greater emphasis on preparing students to organise extracurricular activities.

At the Lesgaft Institute of Physical Culture, the Pro-Rector, S.P. Yevseev, commented that a likely addition to their course would be 'The theory and use of training facilities'. This would include the use of multi-gyms and the new course is planned to last 50 sessions. He added that the authorities in Moscow are against this addition, but since it is popular among students, the Lesgaft is likely to do it. 75

The other major change at the Lesgaft is that the name of the course at the Pedagogical Faculty is likely to be changed from 'Teacher of Physical Culture' to 'Teacher of Physical Education' to take account of teachers' increased responsibilities for the entire school physical education programme.

Inevitably, disagreements are said to exist among specialists whenever changes are discussed. Lecturers on the scientific-based courses were 'shocked' that their time-allocations were likely to be cut, said V.M. Vydrin at the Lesgaft Institute. 76 Pro-Rector, S.P. Yevseev, added that
his staff do not want their students to go out to teaching practice in schools from the first year - instead they would prefer ten weeks in the third year (six and four weeks) and eight weeks in the first term of the fourth year, but as scientists from the GDR have concluded that early teaching experience is useful for student teachers, it is likely to be implemented. 77

A new course is to be introduced at teacher training institutions from September 1986 and an extra department will have to be opened in each. Basically, they will be training physical culture teachers but with less emphasis on sport and more on initial military training so that they can teach this work to Classes IX and X (X and XI).

Training Sports Coaches

Unlike sports coaches in Britain, their counterparts in the USSR are usually professionally trained and work full-time in a variety of sports establishments, many of them with children in sports schools, Young Pioneer palaces, sports societies and sports clubs. Whilst some 10 per cent of graduates of the physical education courses at pedagogical institutes and at physical culture institutes choose to work as coaches in sports schools, it is less likely that those who graduate as coaches will go to work in schools except to assist part-time with extracurricular work, especially in sports sections and elementary training groups.

There are roughly four levels of coaches according to their courses of training, starting with the lowest:
i) Volunteers who may assist with some coaching and refereeing  
ii) Coaches trained in tekhnikums and schools for coaches  
iii) Coaches who attended the sports faculty of a physical culture institute  
iv) Graduates of the Higher School for Coaches at the Moscow State Central Order of Lenin Institute of Physical Culture (GTsOLIFK).

i) Volunteer coaches are not given as much responsibility as their counterparts in Britain, since in the USSR the network of professional full or part-time coaches is, in general, sufficient to cover major sporting areas. Nonetheless, there are times when additional assistance may be required, especially in organising mass children's sporting activities when volunteers with some specialist knowledge are useful. For this purpose, senior school pupils may receive some elementary coaching or refereeing training and adults are trained by local sports committees. The following volunteer physical culture workers assist in the country's sports organisations:

a) public instructor in sports  
b) public coach in sports  
c) public instructor in the GTO programme  
d) public instructor in shopfloor gymnastics  
e) referee in sport  
f) chairman of the council, physical culture organiser of the physical culture collective

and are trained at:

a) part-time and permanent seminars and courses at schools of public instructors in individual sports, organised by physical culture collectives, sports
clubs, district, city, regional and Republican sports societies (without disrupting work or studies);

b) seminars and courses with time off from work (mainly for rural physical culture collectives);

c) sports groups of physical culture collectives and sports clubs, at sports schools and at schools of higher sports proficiency;

d) higher and secondary specialised establishments and vocational schools on the basis of study and optional sessions in physical education and in sports groups with additional studies in the theory of training of public instructors. 78

ii) In 1982, there were around 100 tekhnikums and schools for coaches which offered an intermediate specialist coaches training. 79 They are organised under the auspices of some of the institutes of physical culture or by Republican physical culture and sport committees and committees on vocational training. They admit students who have completed Class VIII (IX) of the secondary school and offer them a three-year full-time course which includes the general subjects which would normally be covered in Classes IX and X (X and XI). Entrants from Class X (XI) need only attend two years full-time study. Part-time/correspondence students, particularly those who have already established themselves as athletes and wish to qualify as coaches, usually spend one additional year on their studies.

Applicants to schools for coaches are expected to hold at least a IIInd Ranking in their specialist sport, the GTO award for their age group and must pass entrance examinations in Russian, physics and chemistry. Their course is less
intensive than that of coaches studying at institutes of physical culture, and includes sports coaching theory and methods, education, biology, medicine, refereeing and photography with final examinations in social sciences, physiology and the student's specialist sport.  

Graduates can only expect to be employed in the lower status sports establishments, usually in rural areas. This is because they themselves are not the most able students (the best attend institutes of physical culture) and the standard of the courses and of the facilities at many of the tekhnikums and schools for coaches is not particularly high. Indeed, the Canadian Shneidman reports Soviet writers as saying:

"It appears that many enrol in these schools because they are not accepted elsewhere, and it is not surprising, therefore, that many drop out during the course of study, while others fail to report to the jobs assigned them after graduation".

iii) The majority of coaches with higher education are trained at the sports faculties of institutes of physical culture. The entrance requirements are the same as those for students entering the pedagogical faculty except that for the 'Physical culture and sport' course a IIInd Sports Ranking is required (at the GTsOLIFK a IInd Sports Ranking is needed) and graduates receive the qualification "Physical training instructor and coach in _______ sport". They are well-qualified to coach their sport and can normally expect to be employed in all types of sports establishments - sports collectives, sports societies, sports schools and as coaches of representative teams. Entry is by competitive examinations in the
subjects Russian language, biology, chemistry and a student's specialist sport.

Each institute offers a large selection of sports: at the Minsk Institute of Physical Culture, for example, students may choose from 22, at the GTsOLIFK there are 30 sports and at the Lesgaft Institute 18 different sports from which to specialise. Students who are involved in high-level sports training and competition may, with the consent of the Ministry of Higher Education, extend their course of study from the usual four years full-time to up to eight years. It was suggested by one of the staff acting as a guide for a British group visiting the GTsOLIFK in 1981 that whilst these students may be particularly talented athletes, not all of them are academically capable and they often need extra time to complete their studies over and above the additional time for their sports.

For the first two years of their studies, students in the sports faculties follow the same courses as those in the pedagogical faculties, and during this time they may change courses without much difficulty if they discover that they have made a mistake in their initial choice. In the final two years, their courses begin to differ in the sense that student coaches spend less time on sports such as track and field athletics, swimming, gymnastics, weightlifting and team sports than those in the pedagogical faculty but, instead, they spend extra time on their chosen specialist sport - 750 sessions at the Lesgaft Institute in 1984/85 and also the following sessions on coaching methods:

- Theory and methods of training - 360 sessions
- Sports coaching methods and teaching sports mastery - 370 sessions
whereas the trainee teachers spend their time learning how to teach physical activities to children only, rather than to children and adults.

Teaching practice for sports faculty students is of the same duration as for the pedagogical faculty and includes time in schools and Young Pioneer camps, but their final practice is usually done in a sports school, a sports club or a sports society, depending upon where they eventually want to teach.

Students in the sports faculties are required to have reached certain levels of proficiency before they graduate. They should have 1st Ranking in their chosen sport and a 3rd Ranking in two others and hold a 1st Category Referee's certificate in their specialist sport. At the GTsOLIFK, they should have reached Master of Sport in their specialist sport. They must also sit their state final examinations which are held in scientific communism, physiology, theory of physical culture and in the student's chosen sport.

Although there is a high demand for specialist sports coaches, priority has been placed on training more physical culture teachers for schools and so there are no plans at present to increase entrants to the sports faculties, but rather to increase the numbers of trainee teachers.

Six months before students are due to graduate, the Republican Physical Culture and Sports Committees compile lists of vacancies for sports coaches in their own Republic and assign students to positions. Some students will already have been requested and others find their own position but the rest, usually the ones with lower grades, as for teacher
graduates, are assigned to jobs for three years. However, since the demand for well-qualified coaches always exceeds the supply, all seem quickly to be found appointments.

iv) The Higher School for Coaches has been in existence for some ten years and is attached to the GTsOLIFK in Moscow. It only admits coaches who already have a higher education and a great deal of coaching experience. Their courses last for two years and are aimed at preparation of the country's top coaches. Both the GTsOLIFK and its Higher School for Coaches are administered and financed solely by the USSR Sports Committee.

Like schoolteachers, coaches are obliged to attend refresher courses. Some of the institutes of physical culture, for example the GTsOLIFK, organise them whilst others, for example the Lesgaft and Minsk, do not. As described earlier for teachers' refresher courses, the lengths of these courses vary but, in general, each coach can expect to have to attend a two or three-month course every five years. The courses are arranged by the USSR, Republican and local sports committees, depending upon the level of qualification of the coach.

The role of the teacher in the USSR is governed entirely by the current ideals and needs of society during that period. Pupils are educated and taught to become young builders of communism and teachers are expected to undertake their general and political education. Not only are teachers expected to impart their professional knowledge to pupils, but also to mould them into young Soviet citizens, imbued with high moral qualities, patriotism and a willingness to perform
public duties. As school programmes change, teachers are trained or retrained, as necessary, to implement new syllabuses and educational trends. Many student teachers are not considered fully developed and prepared themselves in these qualities when they enter teacher training. Consequently, their courses include a substantial section on social sciences which includes political education, a subject not taught to Western student teachers.

While all types of teacher can receive a higher education, in practice it has been observed that there are not enough places for everyone in the country's institutes and many instead receive only an intermediate training. However, not all prospective students can attain the relevant academic standards required for entry into higher education. The country has an overall shortage of specialist physical culture teachers, especially in rural areas, and consequently is prepared to accept teachers with only an intermediate specialist-level education to work in these areas. Some of these teachers are only 18 to 19 years of age when they graduate and begin teaching; there must be some doubt as to their maturity and expertise when dealing with pupils who not only require instruction in the teacher's specialist subject, but also counselling and careful handling through difficult periods of their lives. However, it has obviously been decided that employing younger, inexperienced teachers is preferential to having a shortage of specialist physical culture teachers in many areas.

Because a higher education almost always guarantees one entry into the intelligentsia, most schoolteachers enjoy a more privileged status than is accorded to teachers in many
Western countries. This is due primarily to the fact that a large proportion of the Soviet population over about 30 years of age left school at 15 years of age and, therefore, tends to respect those who are more highly educated and need not work in manual jobs.

Since Five and Ten-Year Plans determine how many of each category of worker will be required for the next decade, including teachers, and only this number is trained, there are always sufficient jobs for graduate teachers. The only problem facing newly-qualified teachers is that if they are unable to find a job for themselves, they are obliged to teach their specialist subject for three years in a school and area allocated by the state.

In the USSR, it is usual for the teachers of senior secondary classes to be the most highly-qualified, with kindergarten and primary class teachers having lower qualifications and being less specialised. This situation applies to physical culture lessons - senior classes are likely to be taught by specialists with higher education, while preschool and primary classes only have a specialist teacher if that person has changed his/her subject. It is acknowledged that specialist graduates of the higher educational institutes are preferred by the schools; however, it will be some years before this is achieved, especially in rural areas.

The entry standards for students wishing to attend higher education institutes to train as physical culture teachers or coaches are fairly rigid - candidates must have attained good school-leaving grades and passed an entrance examination which includes practical sports tests. The
practical sports standards require applicants to have already reached a high level of performance which usually necessitates their having attended a sports school, and to have trained seriously in at least one sport and to be proficient in several others. It is expected that the best athletes will be able to contribute a great deal to the teaching and coaching professions by inspiring children to work at their physical activities. Additionally, the best athletes have a thorough background and training in their own sport and can utilise this knowledge and expertise when teaching.

By extending their teacher or coach training courses, some athletes can continue in top-level competition and still qualify for a profession related to their sport, giving them a secure job at the end of their competitive careers. Naturally, these athletes choose the institutes with the best coaching and training facilities available and their courses, which may be extended to eight years, are more generally undertaken at physical culture institutes and prepare them to be coaches.

The preparatory departments set up in some institutes acknowledge the inequalities of the education system over the country as a whole, with low standards predominating in rural areas. By offering young people from rural areas, or those who have just completed conscription, additional assistance to attend training courses for teachers and coaches (as well as other professions) it is hoped that they will return as well-qualified specialists to teach and improve standards in their home regions.

The government has instituted a recruitment policy to significantly increase the numbers of male teachers. There
had already been criticism of the large proportion of women teachers since this was thought to be bad pedagogically for the pupils, particularly the boys. The disproportionately high number of women teachers, however, is gradually changing, with male teacher training students being accepted with lower qualifications, and this has led to increased competition among women applicants for fewer student places.

The fact that virtually all Soviet males are conscripted inevitably leads to disruption of their professional training and indicates that the government considers it sufficiently important to draft all its young men, despite the interruption in their education. There seem to be no great practical problems in this for the teacher training institutions, and they just revise the major parts of the first year's studies on the men's return. Good athletes are usually allowed to continue their training in the armed forces, and so their sporting standards are not lowered by conscription.

The higher education syllabuses for teacher training are of two main types: those at institutes of physical culture and those at pedagogical institutes. The major difference is that the former concentrate more on students' own sporting specialism than the latter, and so these courses usually attract the better athletes who can continue to train and compete in their sport. Both courses instruct students to teach physical culture lessons in schools and other educational establishments, and cover all aspects of school physical education programmes.

In accordance with the drive to attract children to
regular physical exercise, student teachers now receive more instruction than before on the organisation of extracurricular physical activities both in and outside school. This also applies to non-specialists, that is, to teachers of other subjects who must now assist with school physical education programmes.

Those applicants wishing to become student coaches receive their higher education solely at physical culture institutes. Their courses, although identical to those for student teachers in the first two years, move towards instruction in sports coaching methods during the final two years, with students usually specialising in one main sport although they undertake some study in others.

Trainee coaches and teachers are also expected to study a foreign language for two years; this greatly assists any student wishing to carry out studies in comparative physical education, and differs in this respect from Western courses. Each student must also complete an intensive course of medical/biological sciences which not only enables him/her to understand how the body functions both at rest and during exercise, but also to recognise defects, diagnose injuries, give elementary treatment and perform remedial work. This enables students to deal with minor injuries and give elementary forms of remedial treatment in both general schools and in sports schools. Any student wishing to undertake further studies in any aspect of this subject area can do so from a list of options.

There seems to be a high intensity of work in the institutes, and lectures are held six days a week (this includes Saturday mornings). To cover all the required
courses in four years, students are obliged to attend sports training camps and teaching practice in Young Pioneer camps in what would otherwise be their vacation time. This helps save a year, and not only allows a considerable financial saving, but also ensures that teachers are trained and sent out to work as quickly as practicable. It also means that where special facilities are required, such as a swimming pool, ski-slope or ice-rink, students can be based there for several weeks of intensive work rather than needing to travel to and from their institute. Because not all teacher and coach training institutions have their own facilities on site for all the sports they teach, this represents a substantial saving in travelling time and money.

Before September 1985, students did not undertake teaching practice in general or sports schools until the third year of their course. In the first two years, they visited schools, observed lessons and taught 'mini' lessons only to their fellow students. The 1984 Educational Reforms recognised the value of school-based teaching practice early in the course and from 1985, students are likely to be undertaking teaching practice in schools from the first year and for a longer overall period. It seems probable that the practice of working in groups during initial teaching practices will be continued.

The policy of upgrading teachers' qualifications and of providing compulsory in-service refresher courses ensures that teachers are kept informed of new programmes and methods. Since they are compulsory some resentment may exist amongst older teachers reluctant to change well-established teaching methods. It is also doubtful whether all members of a highly-
qualified teaching profession can teach in complete harmony within the government's political and ideological guidelines and be prepared to adapt as policies are altered, without questioning them closely. This situation applies in particular to physical culture teachers who are now receiving a higher education and operating school programmes that allow them a greater freedom in choice of material.

In city schools physical culture teachers seem to be supervised quite closely and are obliged to attend frequent seminars and lectures, in addition to having regular visits from government inspectors. Teachers in remote areas are usually less well-trained and are inevitably less closely supervised. There is likely to be greater scope in rural areas for an innovative teacher to stray from the statutory programmes and methods.

There is ample well-documented evidence, especially from official sources (quoted in earlier chapters of this study) in journals such as *Fizicheskaya kul'tura v shkole*, to suggest that a lack of overall control of teachers' work is one of the main problems facing the USSR Ministry of Education in implementing its physical education programmes. Quite simply, teachers do not always follow all aspects of the programme. However, as mentioned in Chapter IV, there are often mitigating circumstances, such as a lack of equipment or facilities. In certain cases, it may be the headteacher who does not permit the physical culture teacher to fully discharge all his/her duties. However, as teachers are now allowed greater freedom, the physical education programme in schools ought really to be carried out without too many questions by all but the most radical teachers, and the
teacher training system should have identified, and either rejected or reformed, these individuals. Possibly the greatest problems lie with older teachers, reluctant to change their ways. They witness, and are told to abide by ideological changes in their teaching, and thus may become uncertain of their roles in the education system.

Coaches do not have quite the same dilemmas since their work is less politically and ideologically sensitive. Nonetheless, they play an important part in children's physical education by promoting mass sports and discovering and coaching talented children. In both roles, they are expected to fulfil quotas and coach children to set standards of sporting excellence and, as a result, they must motivate children according to the ideological requirements set by the Party.

As in the majority of Soviet professions, teachers and coaches, if they are successful, can expect to be honoured, promoted and receive increases in salary. If unsuccessful, they can only expect low status employment. The best teachers are awarded orders and medals of the Soviet Union. The highest are 'Hero of the Soviet Union' and 'Hero of Socialist Labour'. Less prestigious awards include 'People's Teacher of the USSR'. Coaches' salaries and positions depend upon their athletes performances. Top coaches may be awarded the title 'Merited Trainer of the USSR' for training Soviet, world, European and Olympic-level champions. For training Republican champions, a coach may be given the title 'Merited Trainer of the Republic'. In addition to a basic salary, coaches may receive additional remuneration for their title, coaching experience, work in training camps
and overtime. In general, coaches are paid more than teachers, but their jobs are less secure – poor results may result in the sack.
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CHAPTER VIII

SUMMARY AND CONCLUSIONS

The physical education of Soviet children forms an integral part of a much larger concept of bodily development within Soviet society - that of physical culture. Consequently, the use of conventional British definitions of 'sport' and 'physical education' are inadequate for Soviet concepts; to understand the system properly we must first understand the reasons for the development of physical culture.

After the 1917 October Revolution, the newly-formed Bolshevik Revolutionary Government found itself ruling a population that was, in the main, illiterate. A world war, civil war, chaos and famine had left the people demoralised, poor and physically weak. The government needed to unite the many different nationalities that had made up the old Russian Empire and turn them into a highly-productive and co-operative workforce as quickly as possible. Most industrial nations of the West had been developing their towns and industries for at least 150 years prior to the USSR's embarking on a policy of industrial revolution in the late 1920s; hence the paramount need for large numbers of literate, physically-fit people. It was also essential that the population be politically and socially aware or, at least, neutral, so that they might more easily be moulded into 'enthusiastic' builders of the new communist society and would be less likely to rebel against the new regime. A vital need for survival in the immediate post-1917 period led to the provision of conscripts for the Red Army to defend the country against invasion and further civil unrest.
Because of widespread illiteracy, endemic disease and low standards of hygiene, it was felt in government circles that the best way to 'fortify' the population was through physical culture - a mixture of physical exercise, hygiene education, physical education and sport, each serving an important function within the overall concept of physical culture.

Before the 1917 October Revolution, organised sport and physical education had largely passed ordinary people by, but this changed under Soviet rule with the dissolution of private sports clubs and the emphasis henceforth being placed on mass physical culture involving collective activities.

The physical culture movement nonetheless continued to develop from its pre-revolutionary origins when it embraced ideas from Britain, Germany, Sweden and Russia, to be adapted to the new political climate. However, one requirement that did not change, but actually increased in importance, was the inclusion of children in all stages of the physical culture programme.

Important to the development of children's physical education was the formation in the 1920s of the Young Pioneer and Komsomol organisations and in the 1930s of the GTO, BGTO and Sports Classification and Rankings systems which continue to form the basic structure of the physical culture movement and children's physical education today.

As the Soviet state developed after World War II, the quest for international sporting superiority became increasingly important and the physical culture movement was accordingly called upon to produce top-class athletes. The
purpose was to prove both to the world and to the Soviet people that socialism was successful. This continues to be important to the USSR, and children's physical education is organised to facilitate the detection and nurturing of talented children; for the remainder, physical education has a different purpose - to mould them into physically fit, morally sound and socially active people - that is, citizens prepared to work hard for and, if necessary, defend their country.

Whilst the overall aims of physical culture remain fairly stable, the physical culture movement can be changed relatively rapidly to suit the needs of the country, as occurred immediately before and during World War II when it served military needs and, in the post-war years, when it was required to strengthen the war-weakened population. In schools immediately after the last war, physical education was given the task of strengthening children whose normal development had been retarded by poor diet and war stress.

Leading into the 1980s, the physical culture movement has repeatedly been urged by the government to encourage greater participation in regular physical exercise by all age-groups, especially children, for whom special legislation has been passed to try to ensure that all the material requirements for their regular participation are met.

The imposition of a unified system is seen as being essential in a society which sets such important tasks for its physical culture movement. Diversions and disparities could lead to weaknesses and inequalities.

Physical education for Soviet children is a comprehensive
and complex concept, embracing not only compulsory lessons, health measures and extracurricular activities in preschool and school curriculums, but also out-of-school physical activities. It can begin for children as young as two months old and does not end when they leave school at 15 or 17 years old but continues, compulsorily, into further education and military service and then, voluntarily, at work or in leisure time.

Whenever the government has set aims for physical culture, according to society's needs at that time, it has also expected children's physical education to play its part in meeting those aims. Changes in the needs of society have been closely followed by revisions in the organisation of children's physical education.

Both in and outside school, children's physical education has been subject to centralised control by the USSR Ministry of Education in Moscow. Modifications in its structure and programmes indicate both Soviet society's changing needs and attempts to rectify weaknesses which have been detected when aims have not been fully achieved. Both are equally important reasons for change.

In addition to its complex nature, a further important feature of physical education for Soviet children is that it aims today to provide up to 12 hours of physical exercise weekly for each child to compensate for the rather sedentary way of life led by so many urban children and adults and to encourage and facilitate children's correct physical development. Soviet educational theory believes that for a person to develop properly intellectually, he/she must first have a healthy body, and this is further justification for making
physical education a compulsory subject within the education system, up to and including the second year of higher education.

Further, it is hoped that by obliging children to take part in daily physical exercise as part of their everyday life, they will continue this habit independently as adults and that health problems such as cardio-vascular disease may be averted, their work-rate will be increased, and days missed from work because of illness or injury will be minimised.

Physical education for Soviet children has as its overall aim "children's all-round development and their preparation for life, work and defence of the Motherland", and it is with this functional thought in mind that the researcher has examined the system.

In order to maximise the opportunities available for children to undertake physical activities, there are two compulsory physical culture lessons per week (more in kindergartens), with additional physical culture and health measures, extracurricular and out-of-school activities, which should provide the recommended amounts of weekly exercise. Evidence suggests that kindergartens and schools are organising the twice-weekly lessons based on the centrally-produced syllabus; lessons observed in 1985 contained exercises, development of skills and competitive elements and seemed enjoyable for pupils.

There are, however, criticisms levelled at the system - apathetic teachers using the lessons to exercise rather than teach pupils and programmes that cannot practically be
implemented fully in some areas through a lack of suitable facilities and equipment and poorly-qualified teachers who do not have the experience to teach new programmes.

Physical culture and health measures had been undertaken in some kindergartens and schools for many years before they became compulsory for schools in 1983, but even then were ignored by many schools until September 1985 when they were obliged by law to undertake them. These measures are the only regular compulsory out-of-lesson exercise in the school programme and there has been a reluctance by some non-specialists to assist, resulting in the use of older pupils to organise the activities. Unless these exercises are first taught correctly by specialists in the physical culture lessons, the time is often wasted since the non-specialist helpers are unable to detect and correct poor quality and possibly deleterious movements.

Soviet schools must provide extracurricular activities by law, but pupils' attendance is voluntary. It is obvious, particularly amongst older pupils, that only those interested in sport will devote free time to doing extra physical education, yet it is in this time that the necessary weekly physical exercise is to be achieved. The keen pupils seem well provided for and it seems to be the others whom teachers have to persuade to attend.

Soviet physical educators could be accused of being narrow-minded in ignoring the fact that many children enjoy other activities, such as music or drama in their free time; however, the early finish to the school day does allow adequate time for exercise and other activities, although this requires co-ordinated planning.
Problems do exist where there are shortages of facilities and staff to organise extracurricular activities, especially in two-shift schools, but the recently-formed elementary training groups have helped to involve more children in recreation, despite some reluctance among sports school coaches to teach less-talented children. However, it seems likely that until extracurricular activities are made compulsory they will fail to attract all pupils, which is disappointing because without this extra work, many children simply do not achieve good marks in physical education tests or gain GTO awards. A further problem concerning extracurricular physical activity organised by schools is that many schools simply cannot cope with participation by all pupils, even with sports schools' help, owing to staff and facilities' shortages.

It is probable that the physical education system may be setting standards that are too high for ordinary children to achieve without extra voluntary work, and the lure of alternative amusement will have to be overcome by the physical education system if these standards are to be achieved by all children.

USSR Ministry of Education researchers believe that their aims can be achieved through the promotion of and increase in extracurricular physical activities but, until a way is found to engage all children in the activities and to provide the material base and staff, the aims cannot be fully achieved. However, within this centrally-controlled system, the staff, equipment and facilities might be provided eventually, making it possible to have compulsory extracurricular physical activity for all children. If the government is
convinced that this will benefit the nation's children then it might be seen as a logical future step forward.

There is still further progress to be made but, generally, the status of kindergarten and school-based physical education is high in the USSR, especially when compared to the situation in England and Wales as explained below.

A large part of physical education outside Soviet schools is a function of sports schools which are responsible for training talented athletes and producing representative teams at the highest levels. They also offer sports training and competition to a good standard for children whose ordinary schools cannot provide such activities. Children have the opportunity to pursue a wide variety of sports (usually Olympic) under the guidance of professionally-trained coaches, with medical supervision, and according to well-prepared training programmes. Most sports schools enjoy the benefits of adequate funding from the USSR Ministry of Education and sports societies and, consequently, are well-staffed with excellent facilities and equipment.

Sports schools appear to achieve their aims, as evidenced by the success of Soviet athletes in international competition. However, the best sports schools are able to select children who show potential at an early age whilst rejecting those who cannot meet required standards. This undoubtedly puts extra pressure on youngsters to succeed and must lead, in many, to feelings of failure and rejection which could, in some cases, continue into adult life.

Sports schools offer children the opportunity to train to a high level in a variety of sports, free of charge, whilst
protecting their academic standards and maintaining their health-care, possibly leading to a career in sport as a teacher, coach or athlete. The graded system of sports schools does, however, permit similar standards of talented young athletes to train together and, since there is spare capacity in the system as a whole, most who wish to join, and can reach an acceptable level of performance, can belong to a sports school of some kind.

Less-talented children, who do not wish to be involved in regular training sessions or are not good enough to join a sports school, may take part in recreational activities outside school which are co-ordinated by the education authorities, Young Pioneer and Komsomol organisations and sports societies. They tend to employ less well-qualified staff than sports schools, including non-paid volunteers, and they place less emphasis on regular attendance and training. Since less commitment is required, many children seem to prefer these activities.

It can be seen that Soviet physical education does attempt to provide children with opportunities to take part in regular, organised physical exercise. Its wide range of activities can, theoretically, involve most children during their free time, including vacations when Young Pioneer camps operate.

Of the three age groups, preschool, primary and secondary, only the last receives regular physical education instruction from qualified specialist teachers, although all ages should be taught according to compulsory syllabuses. Inevitably, the use of non-specialists causes weaknesses in the physical education programme and younger children, who are at the most
important skill-learning stage of their lives, may be taught incorrectly or ineffectively. The recent policy to begin to provide specialists for all primary classes is significant since it shows an intention to teach motor skills correctly. No such plans are proposed yet to provide specialists for preschool physical education but, were this to be done, children's motor skills would certainly improve, producing many more physically-talented children with beneficial implications for top-level sport in the USSR.

The physical education programme differentiates between the sexes, but for practical reasons they are taught together up to the age of 15 although it seems likely that, once the country has trained more specialists, especially men, physical culture lessons could be segregated a year earlier which would permit activities to be designed to suit girls and boys separately at an age when their strengths, physical loading capabilities and choices of activities are often quite different. Girls and boys seem to have equal opportunities in physical education, except that the choice of sports outside school seems greater for boys - reflecting, perhaps, the greater number of men's Olympic events than women's. Earlier problems that stemmed from religious laws imposed on Muslim girls regarding their participation in physical education seem to have almost completely disappeared, and girls take part at all levels of the system.

Formerly, rural areas were less well served educationally than urban areas, but nowadays the balance is being redressed. Opportunities for outdoor physical education are often better in the countryside than in cities since the former has more space, and kindergarten and school patrons, staff, pupils and
parents frequently build equipment and prepare sports areas. There is no doubt that, in general, the better teachers prefer to work in urban areas and, whilst the best student teacher graduates are permitted to find their own jobs, many of the others are allocated to rural posts, yet return to work in the towns and cities as soon as they can. This causes some degree of weakness in the implementation of the physical education programme in rural and remote areas.

For talented children, the provision of a system of free sports training provides opportunities, unrivalled in the West, to pursue the sport of their choice to a high level. Training sessions are regular and can be strenuous but, provided coaches plan them carefully, appear to be enjoyable. The rewards for the best athletes are great and can be achieved in few other ways, and children know this. The system, therefore, works for talented children since it is organised at different levels, caters for their ability, is challenging and can be rewarding. However, its major drawback occurs when children cannot maintain the standards required to continue training. They may be transferred to another sport, but may well have an awareness of personal failure. This seems to happen to many thousands of Soviet children each year, most of them quite young, and is the price the country has to pay for its international sporting success.

Children who enjoy physical activity and competitive sport, but are not talented athletes, are offered a wide range of alternative organised activities. They should find their physical culture lessons enjoyable and challenging, whilst extracurricular activities and clubs outside school offer regular sport with coaching which can help improve their
performance, school physical education mark and GTO standards. The most able within this group are selected for representative teams, but the remainder again inevitably suffer disappointments. Elementary training groups provide regular sports activities for this category of pupil and, if those coaches who look after the groups accept these as enthusiastic but not talented children, then these youngsters can benefit from the regular exercise.

Government policy is now (since 1983) to provide more activities for keen children; the facilities of many sports schools were previously denied to them. This has countered some of the criticisms that the sports school system was 'elitist' and that the best facilities were being kept for the exclusive use of talented children whilst very little was provided for the rest. Since at least one-third of sports schools are not yet obliged to run these groups (those run by sports societies, as opposed to local education authorities), and they are usually the best staffed and equipped, keen children continue not to receive the very best attention.

Those children who undertake only compulsory physical education activities in their schools and Young Pioneer camps are probably not getting the full amounts of weekly exercise which they are said to require to develop healthily. However, if their schools are fully implementing the physical education programme, children must attend two 45-minute lessons each week, exercise several times a day and take part in monthly sports competitions - rather more than many British schoolchildren are doing nowadays as explained below. Furthermore, it is ironical that whereas a number of British schools, often
in socialist-controlled local authority areas, are presently having competitive sport discouraged, such sports are flourishing within the Soviet socialist school system.

Children with health problems may not be able to take part in ordinary physical education activities with other children, but the system provides for all except the severely ill or handicapped to have an adapted programme which usually forms part of their treatment. Paediatricians and nurses employed in every children's educational institution help devise special programmes. Groupings in ordinary schools, based on regular health checks, permit teachers to plan lesson material to suit individual needs and this should ensure, if it is properly implemented, that each child derives maximum benefit. However, the system is not yet operating fully in all parts of the country.

The Soviet authorities acknowledge that children have different physical needs. They use physical education to strengthen weak children and train all physical culture teachers to implement this. In this way, physical education has become an important part of children's health-care. This is particularly true for preschool children who have reached an important stage in their physical and mental development when they are to learn many of life's skills.

Although the responsibility for children's physical education is shared between school and non-school organisations and is left, in part, to the family and to the individual, it is all interlinked and centrally controlled and co-ordinated by the USSR Ministry of Education, yet with children's schools and local education authorities taking a leading role in each area. Close contact with schools by non-school organisations
helps safeguard children's education and well-being. This is facilitated by the absence of private sports organisations and enables the government more easily to ensure that its aims are being achieved.

In accordance with the important tasks given to children's physical education, the subject has been accorded a high status at all levels, as evidenced by the greater number of teachers, coaches and sports organisers who are being trained, many with a higher education, as well as specialists who are now being assigned to primary classes, and the new equipment and facilities which are being provided. Most significantly, it is a compulsory subject whose curriculum time has increased so that it can take place at various periods in the school day with days devoted to sport ten to twelve times a year. Physical education specialists are justifiably pleased that their subject has increased its status, and many non-specialists seem willing to help implement the extra activities it involves. But, inevitably, resentment and apathy exist among other teachers whose subjects are not receiving the same attention.

In considering whether physical education for Soviet children is successful, we must remember that the USSR is a vast, developing country and that, as a consequence, differences occur. However, this study must consider the country as a whole and ask whether physical education is achieving the aims which the authorities have set, namely 'all-round development' and 'preparing young people for life, work and defence of the Motherland'.

The physical education programmes for preschool and for school children offer a wide range of activities with
skill-learning opportunities which seek to combine to develop the whole child, physically, mentally and socially. Most of the material is compulsory except that some activities offer either/or choice to cater for the country's climatic differences, as well as some choices in sport to suit facilities, sex, age and teacher experience. The programmes have been devised scientifically and need to be implemented fully for complete benefit to be gained. Where this does not occur, because of a lack of facilities, equipment or poor teaching, children are not receiving a complete physical education. This includes not only work done in lessons, but also physical culture-health measures and extracurricular work to make up the necessary amounts of daily exercise.

The programmes seem well planned and offer guidance to teachers without taking away their choice of methods, but they have been devised to be implemented in 'ideal' conditions, which exist in few Soviet schools or kindergartens. Physical education for Soviet children is in a state of continual development; planners, of course, know what they want to achieve and are reasonably clear about their methods even if they are constrained by the lack of adequate facilities. One advantage they have is full government support to implement their programmes.

Many children achieve a '4' or '5' in their yearly physical education mark and are awarded GTO badges. These may be the more able children, they may take part in plenty of the activities offered in the physical education programme, but they have almost certainly had access to the whole programme with proper facilities and equipment and good teaching. Where deficiencies occur in any of these, average
or below average physical performers are likely to receive lower grades and fail their GTO awards, both of which are tests of physical skill and fitness.

Since standards may have been set too high, considering the conditions in some schools, it seems that allowances should be made for those children whose schools are poorly-staffed and ill-equipped, and lower standards permitted to them. But for now, all are assessed in the same way and many children are clearly failing to meet the standards set. The system of grading children has indicated that not all Soviet children are fit, despite receiving compulsory physical education. Recent reports of male conscripts unable to meet GTO norms indicate that not all school-leavers are fully fit and that physical education has not met one of its aims, namely to prepare people 'to defend the Motherland'. ¹ This is especially relevant since young Soviet servicemen may experience active military service in border regions and in places such as Afghanistan. The evidence also suggests that they are not all fit enough to undertake jobs in civilian life which require a high level of physical fitness - a further aim not being fully achieved.

Physical education is intended to educate young people for a healthy way of life yet, like many 'developed' nations, the USSR experiences social problems such as crime, hooliganism, alcoholism and drug abuse and evidence shows that these are increasing. For these young people, physical education has failed to have a wholly beneficial effect on their way of life. We must beware, nonetheless, of prejudging those children still in kindergartens or schools since recent programmes may be having a more positive effect than earlier
programmes had on their predecessors.

A particularly impressive aspect of Soviet physical education is the amount of health-care that is given to all children. Defects and other health problems can be detected by medical experts and treatment arranged as necessary. Clearly, the government prefers to finance health-care to ensure that children grow into healthy adults who can make a full contribution to society, than to have unproductive adult workers drawing upon the health-service and sickness benefits.

Equally impressive is the professional preparation of teachers and coaches, many of whom now graduate with a higher education. To Westerners, the inclusion of political education is unusual, and seems unethical, but it does have a natural and important role to play in an education system which aims to prepare children for Soviet citizenship and communist society. That the USSR is prepared to make a huge investment in training and employing many thousands of full-time coaches for children's sport, indicates the importance it has placed upon providing the material base for training top-class athletes as well as ensuring that all who want to and are able to take part in good quality sports competition can do so.

In concluding this investigation of physical education for Soviet children, it is recognised that the system is still in flux and will continue to be modified at least until government leaders are satisfied that a complete communist society has been reached. The aims of physical education in the USSR are very demanding and have been set before teachers and coaches in numerical terms. In the case of many children, the aims are being achieved and for them the system is proving successful. But for others it is failing, and much of the
blame must be placed upon the authorities for setting high standards without providing the necessary tools for physical educationists to do their job properly. Indeed, it is apparent that if it were not for teachers' enthusiasm and a great deal of self-help by school and kindergarten authorities a lot less would be achieved in children's physical education.

For the most talented children, the system seems to offer all that they need to progress to participation in top-class sports competition. For the rest, much less is provided and it seems likely to be some time before every child will have equal opportunities in physical education.

The high status given to the subject of physical education would seem to suggest that whatever is required will be made available when material conditions allow, although this will take time. The author believes that the prospects are propitious for Soviet children's physical education.

No study of a foreign system of physical education would be complete without a comparison with other countries' systems and, in particular, with one's own, with suggestions about how the study might be of benefit.

Although the USSR has developed its own system of physical education for children, many of its aims and methods are shared by other countries, particularly other communist countries, which also aim to prepare children for work and defence once they reach adulthood. All communist countries, as well as non-communist states like South Africa and Israel, for example, have a system of conscription and require school-leavers to be fit to serve their country, although for most
other countries the lessening of political tensions has deemed this unnecessary. Other countries using physical education to facilitate children's increased mental capacity include Norway, Israel and Egypt, and to promote children's all-round development by Denmark and Norway. 2

The USSR and other communist countries look to their physical education systems to encourage children to continue regular exercise for fitness in adult life although they do not teach specific sports for this purpose, whilst other countries such as Britain, Norway, Sweden and the USA do teach specific sports for adult leisure time, such as badminton and squash.

It is not the purpose of this study to draw profound comparisons between the Soviet system of physical education and that of England and Wales, but rather to look in depth at the Soviet system so that physical educators worldwide might use the information to determine whether to use similar methods. This might be of particular value to 'developing' countries who are still in the early stages of planning their physical education programmes, and could also be useful in England and Wales where a national curriculum has been proposed for school subjects, including physical education. It is hoped that planners will study the pattern of the Soviet centrally-controlled system of physical education (in conjunction with studies of other countries' systems) and therefore avoid making mistakes.

The need for change in children's physical education in England and Wales is urgent and is said to be "long overdue". 3 The current poor state and status of the subject, both in schools and in teacher training institutions, have been
highlighted recently in an investigation into school physical education, commissioned by the Physical Education Association of Great Britain and Northern Ireland. Their Report, published in March 1987, stated that in both primary and secondary schools:

"... while there is commendable curriculum development and innovation proceeding in some parts of England and Wales, there exists a general uncertainty about the structure and organisation of a (PE) curriculum sensitive to current needs and the wide range of interests and abilities of children".  

The Report also claimed that national sports organisations are "confused" about the role of school-based physical education and said that their expectations are "ill-informed" and "unrealistic". A major problem seems to be the absence of proper links between schools and outside sports bodies - a strong and positive feature of the Soviet system.

Whether in our democratic society a teaching profession, many of whose members have never been constrained by centrally-produced syllabuses, can easily accept the imposition of a national curriculum remains to be seen, but if the subject is not to disappear from our schools and if our children are to grow into fit, healthy people then teachers must accept properly planned guidelines which are logically graded and include all forms of regular physical activity for our children, both in and out of school. It also seems logical that we should ensure its availability to all children, not just to those who are already fit or who have the money to pay for it.

We must beware of trying to impose elements of the
Soviet physical education system on our own without remembering that considerable differences exist between our societies:

i) England and Wales are not multi-national countries in the Soviet sense
ii) there are relatively few problems of health and hygiene among children
iii) there is no large peasant population
iv) we have not attempted complete revolutions in every sphere of life
v) we have been industrialised for much longer
vi) we have no border problems and no conscription
vii) our economy is stronger.

There have, however, been similarities with the Soviet system of physical education for children as our system was developing. In the early days of public education (after 1870), physical education for most children consisted of drill and exercises taught by army drill sergeants. Official syllabuses of physical training in 1904, 1909, 1919 and 1933 gave rigidly structured lessons with sets of exercises which reflected the need to strengthen the many unhealthy children weakened by poor diet and life in unhygienic conditions. These early syllabuses were designed to be taught by inadequately trained teachers with shortages of equipment and facilities. They also reflected the needs of the country before, during and after war to prepare conscripts and strengthen children weakened by war-time deprivations.

The 1933 Syllabus of Physical Training for Schools was not replaced until 1952 when guidance was given in the form of material from which teachers were to choose:
"... according to the needs of the particular class they are teaching, instead of relying upon a centrally-devised scheme". 6

The last centrally-produced syllabus in England and Wales for school physical education was *Movement. Physical Education in the Primary Years*, produced in 1972, which placed emphasis on movement as an expressive art and continued to rely upon the teacher to select the material. 7

The 1970s and 1980s have seen school physical education in England and Wales controlled by syllabuses produced by local education authorities which have permitted diversification and broadening into options programmes for older pupils. In the opinion of the researcher and many other physical educators, the subject has broadened too widely and has now lost its way. The time is right for the Department of Education and Science to appoint a board of experts to determine the aims of children's physical education according to the needs of society and of the children themselves. In addition, the means for their implementation should be provided and it must be ensured that all those concerned with children's physical education know and carry out those aims. Comparative experience would surely be valuable in resolving these tasks.

The stages of development of Soviet children's physical education appear, in some ways, to be following those of England and Wales, but it seems that we, nonetheless, have reached a point where we must reassess our aims and objectives and would be well advised to return to some of the former methods, still used in the USSR.
REFERENCES


4. Ibid., p52.

5. Ibid., p51.


APPENDIX A

NATIONAL FITNESS PROGRAMME (1985)

Vsesoyuzny fizkul'turny kompleks "Gotov k trudu i obrone SSSR" (All-Union Physical Culture Programme "Ready for Labour and Defence of the USSR").
"Bud gotov k trudu i obrone SSSR" (Be Ready for Work and Defence of the USSR).

BTO STAGE I 'Ready for the Start' 6-9 year olds.

General Knowledge: Importance of physical culture for health. The hygienic and tempering importance of washing, rub-down and bathing. Choosing dress and footwear for games, walks and exercise.

Ability: To perform free gymnastics exercises.

Weekly motor requirements:

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
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<tbody>
<tr>
<td>Running (km)</td>
<td>8-10</td>
<td>7-9</td>
</tr>
<tr>
<td>or skiing (km)</td>
<td>10-12</td>
<td>8-10</td>
</tr>
<tr>
<td>Skipping (number of times)</td>
<td>800-1000</td>
<td>800-1000</td>
</tr>
<tr>
<td>Chin-ups on high bar</td>
<td>20-25</td>
<td></td>
</tr>
<tr>
<td>or pull-ups on low bar</td>
<td>45-55</td>
<td>45-50</td>
</tr>
<tr>
<td>or push-ups</td>
<td>45-50</td>
<td>45-50</td>
</tr>
<tr>
<td>Leg raising from horizontal position</td>
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<td>50-60</td>
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<tr>
<td>Forward bend, legs straight</td>
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Tests and Standards

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<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
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<tbody>
<tr>
<td>Pass Gold badge</td>
<td>Pass Gold badge</td>
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<tr>
<td>3x10m shuttle run (secs.)</td>
<td>9.8 9.1  10.4 9.6</td>
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<tr>
<td>or high start 30m run</td>
<td>6.2 5.7  6.3 5.8</td>
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<tr>
<td>1500m run</td>
<td>any time allowed</td>
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<tr>
<td>Jumps, 8m (on alternate feet)</td>
<td>9 12.5  8.8 12.1</td>
<td></td>
</tr>
<tr>
<td>Ball throwing at target from 6m, from five throws (strikes)</td>
<td>3 4  3 4</td>
<td></td>
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<tr>
<td>Chin-ups on high bar</td>
<td>2 4</td>
<td>8</td>
</tr>
<tr>
<td>or pull-ups on low bar</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Skiing 1km (min. secs.)</td>
<td>8.30 8.00 9.00 8.30</td>
<td></td>
</tr>
<tr>
<td>or 2km</td>
<td>any time allowed</td>
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<tr>
<td>Swimming (m) untimed</td>
<td>25 25</td>
<td>25 25</td>
</tr>
</tbody>
</table>
BGTO STAGE II 'All Start' 10-11 year olds.


Ability: To perform exercise break programme. To know civil defence programme.

Weekly motor requirements:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Boys</th>
<th>Girls</th>
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<tr>
<td>Running (km)</td>
<td>10-12</td>
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<tr>
<td>or skiing (km)</td>
<td>12-14</td>
<td>10-12</td>
</tr>
<tr>
<td>Skipping (number of times)</td>
<td>1000-1200</td>
<td>1000-1200</td>
</tr>
<tr>
<td>Chin-ups on high bar</td>
<td>30-35</td>
<td>-</td>
</tr>
<tr>
<td>or pull-ups on low bar</td>
<td>55-70</td>
<td>50-60</td>
</tr>
<tr>
<td>or push-ups</td>
<td>55-70</td>
<td>50-60</td>
</tr>
<tr>
<td>Leg raising from horizontal position</td>
<td>70-80</td>
<td>60-70</td>
</tr>
<tr>
<td>Forward bend, legs straight</td>
<td>60-70</td>
<td>60-70</td>
</tr>
</tbody>
</table>

Tests and Standards

<table>
<thead>
<tr>
<th>Activity</th>
<th>Pass</th>
<th>Gold badge</th>
<th>Pass</th>
<th>Gold badge</th>
</tr>
</thead>
<tbody>
<tr>
<td>60m run (secs.)</td>
<td>10.6</td>
<td>10.0</td>
<td>10.8</td>
<td>10.4</td>
</tr>
<tr>
<td>2000m run</td>
<td>any time allowed</td>
<td>any time allowed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long jump (cm)</td>
<td>300</td>
<td>340</td>
<td>260</td>
<td>300</td>
</tr>
<tr>
<td>or high jump (cm)</td>
<td>100</td>
<td>110</td>
<td>95</td>
<td>105</td>
</tr>
<tr>
<td>Ball throwing, 150gm (m)</td>
<td>27</td>
<td>34</td>
<td>17</td>
<td>21</td>
</tr>
<tr>
<td>Chin-ups on high bar</td>
<td>4</td>
<td>6</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>or pull-ups on low bar</td>
<td>-</td>
<td>-</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Skiling 1km (mins. secs.)</td>
<td>7.00</td>
<td>6.30</td>
<td>7.30</td>
<td>7.00</td>
</tr>
<tr>
<td>or 2km</td>
<td>any time allowed</td>
<td>any time allowed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swimming (m) untimed</td>
<td>25</td>
<td>50</td>
<td>25</td>
<td>50</td>
</tr>
<tr>
<td>Rifle shooting (hits, points)</td>
<td>3</td>
<td>30</td>
<td>3</td>
<td>27</td>
</tr>
</tbody>
</table>
BGTO STAGE III 'Bold and Skilful' 12-13 year olds.


Ability: To perform morning exercises and exercise break programme. To know the civil defence programme.

Weekly motor requirements:

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Boys (age range)</th>
<th>Girls (age range)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Running (km)</td>
<td>12-14</td>
<td>10-12</td>
</tr>
<tr>
<td>or skiing (km)</td>
<td>14-16</td>
<td>12-14</td>
</tr>
<tr>
<td>Skipping (number of times)</td>
<td>1300-1500</td>
<td>1300-1500</td>
</tr>
<tr>
<td>Chin-ups on high bar</td>
<td>35-45</td>
<td>-</td>
</tr>
<tr>
<td>or pull-ups on low bar</td>
<td>70-85</td>
<td>60-70</td>
</tr>
<tr>
<td>or push-ups</td>
<td>70-85</td>
<td>60-70</td>
</tr>
<tr>
<td>Leg raising from horizontal position</td>
<td>90-100</td>
<td>80-90</td>
</tr>
<tr>
<td>Forward bend, legs straight</td>
<td>70-90</td>
<td>70-90</td>
</tr>
</tbody>
</table>

Tests and Standards

<table>
<thead>
<tr>
<th>Test</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>60m run (secs.)</td>
<td>10.2</td>
<td>9.4</td>
</tr>
<tr>
<td>1500m (mins. secs.)</td>
<td>7.30</td>
<td>7.00</td>
</tr>
<tr>
<td>or 2000m</td>
<td></td>
<td>any time allowed</td>
</tr>
<tr>
<td>Long jump (cm)</td>
<td>350</td>
<td>380</td>
</tr>
<tr>
<td>or high jump (cm)</td>
<td>115</td>
<td>125</td>
</tr>
<tr>
<td>Ball throwing, 150gm (m)</td>
<td>31</td>
<td>39</td>
</tr>
<tr>
<td>Chin-ups on high bar</td>
<td>5</td>
<td>8</td>
</tr>
<tr>
<td>or pull-ups on low bar</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Skiing 2km (mins. secs.)</td>
<td>14.00</td>
<td>13.00</td>
</tr>
<tr>
<td>or skiing 3km</td>
<td></td>
<td>any time allowed</td>
</tr>
<tr>
<td>50m swimming (mins. secs.)</td>
<td></td>
<td>0.50</td>
</tr>
<tr>
<td>Rifle shooting (hits, points)</td>
<td>34</td>
<td>3</td>
</tr>
<tr>
<td>Cross-country hike</td>
<td></td>
<td>day-long 5-6km</td>
</tr>
</tbody>
</table>

Ability: To take one's pulse when exercising. To know the civil defence programme.

Weekly motor requirements

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Running (km)</td>
<td>13-15</td>
<td>11-13</td>
</tr>
<tr>
<td>or skiing (km)</td>
<td>16-18</td>
<td>14-16</td>
</tr>
<tr>
<td>Skipping (number of times)</td>
<td>1500-1800</td>
<td>1500-1800</td>
</tr>
<tr>
<td>Chin-ups on high bar</td>
<td>45-55</td>
<td>-</td>
</tr>
<tr>
<td>or pull-ups on low bar</td>
<td>-</td>
<td>70-85</td>
</tr>
<tr>
<td>or push-ups</td>
<td>85-100</td>
<td>80-85</td>
</tr>
<tr>
<td>Leg raising from horizontal position</td>
<td>100-120</td>
<td>90-100</td>
</tr>
<tr>
<td>Forward bend, legs straight</td>
<td>90-100</td>
<td>90-100</td>
</tr>
</tbody>
</table>

Tests and Standards

<table>
<thead>
<tr>
<th></th>
<th>Boys Pass</th>
<th>Boys Gold badge</th>
<th>Girls Pass</th>
<th>Girls Gold badge</th>
</tr>
</thead>
<tbody>
<tr>
<td>60m run (secs.)</td>
<td>9.2</td>
<td>8.4</td>
<td>10.0</td>
<td>9.4</td>
</tr>
<tr>
<td>2000m run (mins. secs.)</td>
<td>10.00</td>
<td>9.20</td>
<td>12.00</td>
<td>10.20</td>
</tr>
<tr>
<td>or 3000m</td>
<td>any time allowed</td>
<td></td>
<td>any time allowed</td>
<td></td>
</tr>
<tr>
<td>Long jump (cm)</td>
<td>380</td>
<td>430</td>
<td>330</td>
<td>370</td>
</tr>
<tr>
<td>or high jump (cm)</td>
<td>125</td>
<td>130</td>
<td>110</td>
<td>115</td>
</tr>
<tr>
<td>Ball throwing, 150gm (m)</td>
<td>40</td>
<td>45</td>
<td>23</td>
<td>26</td>
</tr>
<tr>
<td>Chin-ups on high bar</td>
<td>8</td>
<td>10</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Trunk raising from horizontal position, hands behind head (sit-ups)</td>
<td>-</td>
<td>-</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>Skiing 3km (mins. secs.)</td>
<td>18.00</td>
<td>17.30</td>
<td>20.00</td>
<td>19.30</td>
</tr>
<tr>
<td>or 5km</td>
<td>any time allowed</td>
<td></td>
<td>any time allowed</td>
<td>0.43</td>
</tr>
<tr>
<td>50m swimming (mins. secs.)</td>
<td>any time</td>
<td>0.43</td>
<td>any time</td>
<td>1.05</td>
</tr>
<tr>
<td>Small-bore rifle shooting, 25m or 50m (hits, points)</td>
<td>25m 4 33</td>
<td>4 32</td>
<td>50m 3 32</td>
<td>3 30</td>
</tr>
<tr>
<td>or pneumatic rifle</td>
<td>4 34</td>
<td></td>
<td>3 32</td>
<td></td>
</tr>
<tr>
<td>Cross-country hike</td>
<td>day-long 12km</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
GTO STAGE I 'Strength and Courage' 16-17 year olds.

General Knowledge: Fatigue, over-fatigue and over-training, warning signs and treatment. Taking pulse and training load in exercising. Civil defence programme.

Ability: To use self-control indicators in exercising. To apply first aid to sports injuries. To hold competitions for the various GTO events. To know the civil defence programme.

Weekly motor requirements:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Running (km)</td>
<td>15-17</td>
<td>12-14</td>
</tr>
<tr>
<td>or skiing (km)</td>
<td>20-22</td>
<td>16-18</td>
</tr>
<tr>
<td>Skipping (number of times)</td>
<td>1800-2000</td>
<td>1800-2000</td>
</tr>
<tr>
<td>Chin-ups on high bar</td>
<td>60-70</td>
<td>-</td>
</tr>
<tr>
<td>or pull-ups on low bar</td>
<td>-</td>
<td>80-95</td>
</tr>
<tr>
<td>or push-ups</td>
<td>100-120</td>
<td>100-120</td>
</tr>
<tr>
<td>Leg raising from horizontal position</td>
<td>120-140</td>
<td>100-120</td>
</tr>
<tr>
<td>Forward bend, legs straight</td>
<td>90-120</td>
<td>90-100</td>
</tr>
</tbody>
</table>

Tests and Standards

<table>
<thead>
<tr>
<th>Activity</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>100m run (secs.)</td>
<td>14.5</td>
<td>14.2</td>
</tr>
<tr>
<td>2000m run (mins. secs.)</td>
<td>-</td>
<td>11.30</td>
</tr>
<tr>
<td>or 3000m (mins. secs.)</td>
<td>15.00</td>
<td>13.00</td>
</tr>
<tr>
<td>or any time allowed (m)</td>
<td>5000</td>
<td>5000</td>
</tr>
<tr>
<td>Long jump (cm)</td>
<td>420</td>
<td>460</td>
</tr>
<tr>
<td>or high jump (cm)</td>
<td>130</td>
<td>135</td>
</tr>
<tr>
<td>Hand-grenade throwing, 700g (m)</td>
<td>32</td>
<td>38</td>
</tr>
<tr>
<td>500g (m)</td>
<td>-</td>
<td>18</td>
</tr>
<tr>
<td>Turns on high bar</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>or chin-ups on bar</td>
<td>10</td>
<td>12</td>
</tr>
<tr>
<td>Trunk raising from horizontal position, hands behind head</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Skiing 3km (mins. secs.)</td>
<td>-</td>
<td>19.00</td>
</tr>
<tr>
<td>or 5km (mins. secs.)</td>
<td>27.00</td>
<td>25.00</td>
</tr>
<tr>
<td>or any time allowed (km)</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Swimming (mins. secs.) 50m.</td>
<td>any time</td>
<td>0.41</td>
</tr>
<tr>
<td>Small-bore rifle shooting, 25m</td>
<td>4</td>
<td>37</td>
</tr>
<tr>
<td>or 50m (hits, points)</td>
<td>4</td>
<td>35</td>
</tr>
<tr>
<td>Cross-country hike or orienteering</td>
<td>day long</td>
<td>20-25km</td>
</tr>
</tbody>
</table>
GTO STAGE II  'Physical Perfection'  18-39 year olds.

General Knowledge: Optimum motor regime for people of various occupations.
Independent exercising methods, such as limbering up, exercise breaks at work, jogging and walking etc. Taking pulse and loading in exercising depending on sex, age, state of health and physical fitness. Rational diet and exercise as important factors in fortifying health and improving work capacity. Massage as a means of restoring the organism after physical loading. Civil defence knowledge.

Ability: To perform 'production gymnastics' with account for specific work or future occupation. To do basic self-massage. To perform civil defence programmes.

Weekly motor requirements:

<table>
<thead>
<tr>
<th></th>
<th>18-24</th>
<th>25-29</th>
<th>30-34</th>
<th>35-39</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Men</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jogging (km)</td>
<td>15-17</td>
<td>21-25</td>
<td>21-25</td>
<td>21-25</td>
</tr>
<tr>
<td>or skiing (km)</td>
<td>22-24</td>
<td>30-35</td>
<td>30-35</td>
<td>30-35</td>
</tr>
<tr>
<td>Chin-ups on high bar</td>
<td>70-85</td>
<td>50-60</td>
<td>50-60</td>
<td>50-60</td>
</tr>
<tr>
<td>or push-ups</td>
<td>120-140</td>
<td>250-300</td>
<td>200-250</td>
<td>200-250</td>
</tr>
<tr>
<td>Raising straight legs from horizontal position</td>
<td>140-160</td>
<td>210-250</td>
<td>180-210</td>
<td>180-210</td>
</tr>
<tr>
<td>Hike (rapid walking) (km)</td>
<td>-</td>
<td>-</td>
<td>21-35</td>
<td>21-35</td>
</tr>
<tr>
<td>Forward bend, legs straight</td>
<td>90-120</td>
<td>70-100</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Women</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Running (km)</td>
<td>12-14</td>
<td>15-20</td>
<td>15-20</td>
<td>15-20</td>
</tr>
<tr>
<td>or skiing (km)</td>
<td>16-18</td>
<td>16-18</td>
<td>12-15</td>
<td>12-15</td>
</tr>
<tr>
<td>Jumping with or without rope</td>
<td>350</td>
<td>350</td>
<td>210-250</td>
<td>210-250</td>
</tr>
<tr>
<td>Push-ups on bench or chair</td>
<td>210-220</td>
<td>210-220</td>
<td>150-170</td>
<td>150-170</td>
</tr>
<tr>
<td>or pull-ups</td>
<td>85-95</td>
<td>80-85</td>
<td>65-70</td>
<td>65-70</td>
</tr>
<tr>
<td>Trunk raising from horiz. position, hands behind head (sit-ups)</td>
<td>100-120</td>
<td>210-220</td>
<td>160-170</td>
<td>160-170</td>
</tr>
<tr>
<td>Forward bend, legs straight</td>
<td>90-100</td>
<td>49-56</td>
<td>35-49</td>
<td>35-49</td>
</tr>
<tr>
<td>Hike (rapid walking) (km)</td>
<td>21-35</td>
<td>21-35</td>
<td>25-40</td>
<td>25-40</td>
</tr>
</tbody>
</table>
## GTO STAGE II contd.

### Tests and Standards

<table>
<thead>
<tr>
<th>Event</th>
<th>18-24</th>
<th>25-29</th>
<th>30-34</th>
<th>35-39</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pass Gold badge</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Men</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100m run (secs)</td>
<td>14.3</td>
<td>13.5</td>
<td>14.6</td>
<td>13.9</td>
</tr>
<tr>
<td>3000m run (mins, secs)</td>
<td>13.2</td>
<td>11.4</td>
<td>13.5</td>
<td>12.1</td>
</tr>
<tr>
<td>or 5000m</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grenade throwing, 700g</td>
<td>38</td>
<td>46</td>
<td>36</td>
<td>42</td>
</tr>
<tr>
<td>Chin-ups on high bar</td>
<td>9</td>
<td>11</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>5km skiing (mins, secs)</td>
<td>25.3</td>
<td>23.3</td>
<td>26.0</td>
<td>24.0</td>
</tr>
<tr>
<td>or 10km (mins)</td>
<td>54</td>
<td>50</td>
<td>53</td>
<td>51</td>
</tr>
<tr>
<td>or any time allowed (km)</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>50m swimming (secs)</td>
<td>ata</td>
<td>0.42</td>
<td>ata</td>
<td>0.43</td>
</tr>
<tr>
<td>Small-bore rifle shooting at 25m (hits, points)</td>
<td>4</td>
<td>42</td>
<td>4</td>
<td>42</td>
</tr>
<tr>
<td>or at 50m</td>
<td>4</td>
<td>38</td>
<td>4</td>
<td>38</td>
</tr>
<tr>
<td><strong>Hike or orienteering</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Women</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100m run (secs)</td>
<td>17.0</td>
<td>15.7</td>
<td>17.5</td>
<td>16.5</td>
</tr>
<tr>
<td>2000m run (mins, secs)</td>
<td>11.4</td>
<td>10.3</td>
<td>12.0</td>
<td>11.3</td>
</tr>
<tr>
<td>or 3000m</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grenade throwing, 500g (m)</td>
<td>22</td>
<td>27</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>Trunk raising from horiz. position, hands behind head</td>
<td>40</td>
<td>50</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>Skiing 3km (mins)</td>
<td>19</td>
<td>17</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>or 5km (mins)</td>
<td>35</td>
<td>31</td>
<td>36</td>
<td>32</td>
</tr>
<tr>
<td>or any time allowed (km)</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>50m swimming (mins, secs)</td>
<td>ata</td>
<td>1.11</td>
<td>ata</td>
<td>1.14</td>
</tr>
<tr>
<td>Small-bore rifle shooting at 25m (hits, points)</td>
<td>4</td>
<td>38</td>
<td>4</td>
<td>38</td>
</tr>
<tr>
<td>or at 50m (hits, points)</td>
<td>4</td>
<td>36</td>
<td>4</td>
<td>36</td>
</tr>
<tr>
<td><strong>Hike or orienteering</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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**General Knowledge:** Active motor regimes and physical exercises for oneself and elderly people. Illness and disease prevention and also care of the cardio-vascular and respiratory systems by means of physical culture. The most appropriate types of physical exercises for middle-aged and elderly people, the principles of their selection and the determination and amount of physical loadings. Nutrition in middle and old age. Civil defence knowledge.

**Ability:** To do self-massage in conjunction with physical exercise work. To perform the civil defence programme.

**Weekly motor requirements:**

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Age (years)</th>
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<tbody>
<tr>
<td></td>
<td>40-44 45-49 50-54 55-60</td>
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<tr>
<td>Running (km)</td>
<td>18-20 18-20 7-10 7-10</td>
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<tr>
<td>or skiing (km)</td>
<td>21-25 21-25 14-16 14-16</td>
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<tr>
<td>Hiking (rapid walking) (km)</td>
<td>21-35 21-35 21-35 21-35</td>
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<tr>
<td>Squats (number)</td>
<td>70-77 63-70 63-70 35-42</td>
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</tr>
<tr>
<td>Forward bend, legs straight</td>
<td>49-56 49-56 42-49 35-42</td>
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<tr>
<td>Push-ups on a bench or chair (number)</td>
<td>70-77 70-77 50-55 40-50</td>
<td></td>
</tr>
<tr>
<td>Jumps with or without a rope (number)</td>
<td>350-360 270-290 210-220 140-150</td>
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<td></td>
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<tr>
<td>Running (km)</td>
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<tr>
<td>or skiing (km)</td>
<td>10-15 10-15 10-15</td>
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<tr>
<td>Hiking (rapid walking) (km)</td>
<td>21-30 21-30 21-30</td>
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<tr>
<td>Squats (number)</td>
<td>49-56 42-49 35-42</td>
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<tr>
<td>Forward bend, legs straight (number)</td>
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<tr>
<td>Push-ups on a bench or chair (number)</td>
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<td>Trunk raising from a horizontal position</td>
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<tr>
<td>Skipping with or without a rope (number)</td>
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### GTO STAGE III contd.

### Tests and Standards

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<td>55-60</td>
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<td>Men</td>
<td></td>
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<tr>
<td>2000m run (mins. secs.)</td>
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<td>11.00</td>
<td>13.00</td>
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<tr>
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<td>38</td>
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<tr>
<td>or 50m (points)</td>
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<td>35</td>
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<tr>
<td>Hike with tests on skills</td>
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<tr>
<td>Women</td>
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</tr>
<tr>
<td>2000m run (mins. secs.)</td>
<td>13.20</td>
<td>15.00</td>
<td>17.00</td>
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<td></td>
</tr>
<tr>
<td>or any time allowed (km)</td>
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<td>3</td>
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<tr>
<td>Grenade throwing 500g (m)</td>
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<tr>
<td>Trunk raising from a horizontal position (number)</td>
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<tr>
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<td></td>
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<td>50</td>
<td>50</td>
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<tr>
<td>Shooting a small-bore rifle at 25m (points)</td>
<td>36</td>
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<td>33</td>
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<td>Hike with test on skills</td>
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<td>15km in one day</td>
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APPENDIX B

THE PRESCHOOL PHYSICAL EDUCATION PROGRAMME

Notes taken from Fizicheskaya kul'tura v detskom sadu - Tipovaya programma, (Moscow, 1984), pp11-43.

The Youngest Age Group (First Year of Life)

The aims of upbringing and education  To stimulate and ensure development of the basic state and motor function: the ability to hold the head, turn from side to side in a lying position, move on to the hands and knees, crawl, sit, move about and play with objects. Conditions should be created for the development of the child's motor activities and to instill a positive attitude towards movement.

By the age of six months, the child should be able to: turn from the front to the back whilst lying down, crawl towards toys and to an adult who is calling, bend and straighten the legs whilst lying on the back and when held under the arms, bend and straighten the arms whilst lying on the back, perform the following movements - stretch a hand to a toy, take hold of the toy with one or both hands and wave it about, throw the toy, seek out a toy in answer to the question 'where?', and show signs of recognition when being spoken to or when listening to singing or music.

By the end of their first year, the children should have perfected the above skills and also be able to: crawl up and down a small incline, squat down, stand up again, climb onto and off obstacles, crawl over a bar or bench, sit down and stand up, and when standing be able to bend
and straighten without assistance. Each child should try to walk on their own, go up and down stairs and walk up and down a small hill with an adult holding his/her hand, fulfil the instructions 'come to me' or 'bring -', walk holding a trolley out in front, manipulate objects such as putting one inside another, and opening and closing a box-lid, perform some simple dance movements, play the most elementary games such as 'hide and seek' and be able to play with a ball.

The Second Youngest Age Group (One to Two Years)

Aims To stimulate the children's desire to move, particularly independently, and continue to develop the basic movements: walking in a straight line at an uneven pace, maintain balance, climbing up and down a small ladder, a simple throwing action with a backswing, develop the muscles of the fingers, kinaesthetic awareness and an ability to co-operate with other children.

By the age of two years, the children should be able to undertake the following exercises:

Walking and balance - for example, walk to the edge of an inclined board which is 15 to 20cm high at one end, 20 to 25cm wide and 1.5 to 2 metres long.

Crawling and climbing - for example, crawl under a rope, over a bar on the ground and up and down a ladder 1 to 1.5m high.

Throwing and rolling a ball - throw a small ball with either hand.

General development exercises - for example, raise and lower the arms, stretch the arms forwards, put the
hands behind the back and open and close the hands, catch small objects, bend and stretch, sit up with support.

**Games** - play independently with toys and with the teacher - for example, how animals move.

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**The First Junior Group (Two to Three Years)**

**Aims**  Further development of the ability to move about and to maintain balance, keep good posture and stand upright, co-operate with others and be able to imitate the upbringer's movements, keep moving in a straight line, change direction and the type of movement, perform different types of jumps, crawl, climb, roll, throw and catch a ball. The upbringer should try to ensure that each child looks forward to and enjoys the physical culture sessions, morning exercises and the exercises and games which the upbringer organises.

The work in this year should include the following:

**Walking**  - for example, walk in a group following the teacher, change direction, move around objects, walk in pairs, in a circle holding hands, side step and change from walking to running and vice versa.

**Running**  - for example, run after and away from the teacher, run in different directions avoiding each other, catch a rolling object, run between two lines (between 25 and 30cm apart) without stepping on them, run non-stop for 30 to 40 seconds and slowly for 80 metres.

**Jumping**  - for example, jump on both feet with gradual forward movement, jump up to touch an object, jump over a line or a rope on the floor, jump over two parallel lines (10 to 30cm apart), jump from both feet as far as possible
and jump down from objects 10 to 15cm high.

**Rolling, throwing and catching** - for example, roll balls with one or both hands, run after a rolling ball, throw a ball forwards with both hands underarm from the chest, and from behind the head, throw a ball to the teacher using both hands (from a distance of 50 to 100cm), throw a ball over a ribbon which is chest high (1 to 1.5m), throw objects at a horizontal target with both or either hand, throw objects at a distance with either hand, collect objects, carry them and put them into a definite place.

**Crawling and climbing** - for example, crawl on the hands and knees for three to four metres, crawl under an obstacle 30 to 40cm high, crawl over a bar lying on the floor, climb a ladder and wall-bars and come down.

**Exercises in balance**  For example, walk along a straight line (20cm wide and 2 to 3m long), walk along a winding track, along a rope stretched out on the floor, zig-zag and in a circle, on a board, on a bench and on the hands and knees, climb over an obstacle 10 to 15cm high, step from a hoop into a hoop and from a box on to a box, climb over a stool 25cm high, climb over a bench, stand on the stool or the bench and raise the arms out to the sides, come down without using the hands, stand on tip-toes then go back on to the flat feet, turn around.

**General development exercises**

**Exercises for the arms_and_shoulder girdle** - raise the arms forwards, out to the sides and above the head, raise the arms out to the side, bend the elbows and put the hands on the shoulders, stretch arms out to the sides, cross the arms in front of the chest, then move them out
to the sides, put the hands out to the sides, clap behind the back and in front, raise the arms, wave the hands above the head and out in front.

**Exercises for the legs** - walk on the spot, step forwards, to the sides and backwards, stand on one leg and straighten the other at the knee, walk on tip-toes, place the heel of one foot on the ground and move the toes.

**Exercises for the body** - turn to the right and to the left, wave the hands freely, pass an object to a neighbour whilst sitting or standing, bend forwards and to the side, sitting on the floor - bend and straighten the legs, lying on the back - raise and lower the legs, lying on the back - move the arms and legs simultaneously, resting on the knees - sit back on the heels and rise back on to the knees, lying on the stomach - raise the legs and arms and head and turn from side to side.

**Forming and reforming** Line up in a circle in small groups and in larger groups with the help of the upbringer, line up in pairs and in single file.

**Games and games exercises** Various games which involve walking, running, crawling, jumping, throwing and catching and kinaesthetic awareness. Games with different movements and singing.

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**The Second Junior Age Group (Three to Four Years)**

**Aims** To teach the children different kinds of movement and create conditions for them to do them systematically. Teach children to be active when playing games or performing exercises, and to encourage interest in them. Draw children's attention to the beauty of rhythmically expressive movements and pay attention to developing muscles to
ensure correct carriage and feet. During physical culture lessons the children should be taught to walk and run naturally, combine the movements of the arms and legs, pick their feet up, not shuffle, and to keep their heads up. They should also be taught different kinds of walking and running, to jump vigorously and land softly. The most important tasks for this age group are to teach children to co-operate with each other and to feel rhythm and tempo. During their morning exercises, correct carriage and the ability to keep together with the movements should be encouraged. When walking outdoors there should be games and physical exercises. There should be lessons on how to ride a bicycle, walk on skis and ride toboggans, how to be tidy and how to dress and undress themselves.

Exercises in basic movements

Walking - for example, walk on tip-toes, raising the knees high and walk in a crouched position.

Running - for example, run in a line and change direction, run 10 to 20m quickly, run non-stop for 50 to 60 seconds and run 160m slowly.

Jumping - for example, jump from the spot to touch an otherwise out-of-reach object, jump over four to six parallel lines (25 to 30cm apart), try to hop on one foot, jump over objects.

Rolling, throwing and catching - for example, roll large and small balls, throw and catch a ball, bounce a ball with a flat hand two or three times in a row.

Crawling and climbing - for example, climb wall-bars or a small ladder, crawl around obstacles on the hands and knees, be able to crawl not less than six metres, crawl under
objects 40cm high.

**Exercises in balance** For example, walk along a narrow straight path 15 to 20cm wide and 2.0 to 2.5m long, walk placing one foot immediately after the other - heel to toe, walk along an uneven surface, be able to stop upon a signal when running (or crouch) and then continue running.

**General development exercises** (These exercises are to be done in different basic positions with different objects such as ropes, skipping ropes and balls).

*For the arms and shoulder_girdle* Hands on the waist, move the arms out to the side, then above the head and then lower them. Raise each arm in turn then lower each in turn. Pass an object from one hand to the other above the head, behind the head and in front of the head.

*For the legs*- Tip-toe, pointing the toes of the right foot out to the side, in front and behind. Repeat with the left foot. Crouch down and come up again with the arms out in front two to three times. Raise one leg whilst standing, bend the knee, straighten the leg, bend the knee and return to standing. High knee lifts and clap under the lifted leg.

*For the body* Hold a ball over the head and swing it to and fro. Turn to the right and to the left with the arms raised in front of the body. Sit down with the legs outstretched and bend and straighten the legs. Bend forwards whilst sitting. Lying on the stomach, bend and straighten the legs, together and one at a time.

**Dance exercises** Learn to start and stop to music. Maintain rhythm when walking and running to music. Change movements as the music changes. Walk in a circle singing. Turn the
palms of the hands and tap the feet in time with the music.

**Lining up and reforming** Form into a line or a circle with the help of the teacher or with markers. Find your own place in a row. Turn to the left or to the right with several small steps.

**Games and games exercises** Games with running, jumping, crawling and climbing, catching and throwing and using one's kinaesthetic awareness.

**Sports exercises**

- **Sledging** - sledge down a small hill and pull each other along.
- **Sliding** - with adult's help.
- **Moving on skis** - put on and take off the skis, walk, step and slide on skis.
- **Cycling** - get on to and off a tricycle, ride it in a straight line, in a circle and turning to the left and right.
- **Preparation for swimming** - bathe, play and splash in shallow water or swimming pool, learning not to be afraid of the water and to be able to go under the water.

**Middle Age Group (Four to Five Years)**

**Aims** To develop children's skills of doing exercises correctly. Teach them to maintain a correct carriage whilst exercising, to be agile and to be organised. They should be able to walk freely with large steps and at a quick pace, run in an agile, rhythmic and energetic manner pushing off with the toes and straightening the knees. Do standing broad jumps with energetic push-offs using the
arms to help the movement. Climb the wall-bars, not missing any of the steps. Catch a ball in the palms of the hands and learn different throwing methods. Walk on skis, sledge and ride a bicycle.

Conditions should be created for children to develop agility and endurance. Children should perform all the exercises asked of them. When playing games they should follow the rules and use their intellect. By the end of the year they should be able to play games with other children of the same age without the upbringer's help and have improved their skiing, sledging, cycling and ball skills. They should be encouraged to express themselves through movement.

At sports festivals the children should: enjoy themselves and become fully involved, watch older children playing, become more disciplined, on friendly terms with other children and show their own initiative.

**Exercises in basic movements**

**Walking** - Tip-toe, walk on the heels and on the outsides of the feet. Walk, run, jump and change movements. Walk in a line and change direction and speed. Walk in a line changing the leader.

**Running** - Run on tip-toes, lifting the knees high and run with large strides. Run in a line, in pairs and in different directions. Run in a circle holding hands, or all holding a rope. Run in a zig-zag line and then around objects placed on a line. Run non-stop for 1 to 1.5 minutes. Run 40 to 60m at a medium pace. Run 80 to 120m with stops allowed for walking. Run 240m slowly across uneven ground. Run 10m quickly two or three times with rests.
between each. Shuttle-runs 5m three times. Spring 20m in 6-5.5 seconds and 30m in 9.5-8.5 seconds by the end of the year.

**Jumping** - Jump on both feet on the spot. Jump with feet apart and together. Jump and turn in mid-air. Jump 20 times then rest, repeat two or three times. Hop. Jump over two or three objects 5 to 10cm high. Long jump not less than 70cm. Jump down from objects 20 to 30cm high. Jump with a skipping-ropes.

**Rolling, throwing, catching and aiming at a target** - Roll a ball to each other. Toss a ball up and catch it three to four times in succession. Bounce a ball and catch it. Throw the ball underarm and overarm. Catch a ball from a partner 1 to 1.5m away. Throw the ball into a horizontal target with the right and the left hand at a distance of 2.5m and at a vertical target 1.5m high. By the end of the year be able to throw a ball 3.5 to 6.5m.

**Crawling and climbing** - Crawl not less than 10m. Crawl under obstacles in different positions on the left or right side. Crawl zig-zag under obstacles. Crawl along a horizontal or inclined gymnastic bench. Slide on the stomach, pulling with the hands. Climb up and down wall-bars.

**Exercises in balance** Maintain balance when walking in a straight line, with an object on an outstretched hand and with an object on the head. Turn in a confined space. Keep ones balance whilst running along an inclined surface and when walking on tip-toes. Run along and stop on a bench, maintain balance on tip-toes with the hands on the head. Balance on one leg with the other bent at the knee out in front, then out to the side, with hands on the waist.
General development exercises

For the arms_and_shoulder girdle- Raise the arms in front, out to the sides, above the head and lower them in turn. With the hands out to the sides and then in front clench and unclench the fists and rotate the hands outwards. Raise the arms in turn in front and above the head, lower them and push the arms back and together, pushing the shoulders back energetically. Lift the hands in front of the chest and put them behind the head. Put the hands on the shoulders and rotate the shoulders.

For the legs- Stand on tip-toes and put one leg forward to rest on the heel and then go back on to the toes. Repeat four or five times in succession. Put a rope on the floor and pick it up with the toes. Pick up objects with both feet and put them elsewhere. Side-steps.

For the body- Turn to each side, hands on the waist, then extend the arms to horizontal out at each side. With feet apart, bend over, keep the knees straight and touch the ground with the hands, pick up an object and straighten up again. Sit on the floor, legs outstretched in front, hands on the ground behind - bend the legs and lift them, straighten them then lower them to the ground. Lie on the stomach and raise the head, arms and legs all at the same time. Turn over from the back to the stomach, holding an object with outstretched arms.

Dance exercises Move to music keeping to the tempo. Move in pairs and in a circle hand in hand. Elements of national folk dancing. Line up to a music signal.

Forming and reforming Form into a line independently, form a circle, turn to the left, right and around.
Active games Games involving running, jumping, climbing and crawling, throwing and catching and kinaesthetic awareness.

Sports exercises

Sledge - Downhill and be able to steer.

Sliding - Independently on an icy path.

Skiing - Walk on skis, turn, go uphill with straight skis' and 'herring bone'. Collect skis from the store and replace them. Put on and take off the skis and carry them under the arm.

Games - Involving walking, running, skiing and riding a bicycle or tricycle.

Preparation for swimming Sitting in shallow water, make alternate up and down kicking movements with the legs. Walk the hands along the pool bottom, body horizontal, forwards and backwards. Sit in the water to chin's depth and put the face in the water up to the eyes. Breathe out into the water. Try to swim in any way. Play games in the water such as 'Merry-go-round' and 'Show your heels'.

Senior Group (Five to Six Years)

Aims Teach children to perform complex movements correctly. Teach games rules. In physical culture lessons, teach children to run correctly, at different speeds and to run around and over obstacles. Teach various jumps and their methods including run ups and landings and different body shapes. Toss a ball and catch it with one hand. Bounce a ball. Combine back swing and throw. Climb wall-bars in different ways. Teach different ways of moving on skis.
Teach children to analyse their movements. Allow them to choose movements to overcome obstacles.

Develop qualities of agility and endurance. Encourage children to do their morning exercises daily. Teach sets of exercises and different starting positions. Encourage more independent work. Teach games such as badminton, gorodki and basketball. Encourage playing outdoors, adapting to different environments and weather. Play in an organised manner, adhering to rules. Organise small competitions involving speed, agility and endurance. Encourage a group spirit.

Involve children in preparations for sports festivals, collective games and competitions. Help them to make friends and to help younger children. Teach children to make use of their acquired skills during their free time. Continue to teach care of physical education apparatus and equipment. Encourage their interests in different kinds of sport and inform them of different sports events taking place in their town/city.

**Exercises in basic movements**

**Walking** - Walk in different ways. Walk three metres with the eyes closed.

**Running** - Run on tip-toes. Run non-stop for 1.5-2 minutes. Run at an average speed for 60-100m, two to three times with breaks for walking. Run slowly for 320m across country. Run 10m quickly three to four times with pauses. Shuttle-runs three times 10m. Run 20-30m as quickly as possible and by the end of the year, run 20m in 5.0-5.5 seconds and 30 in between 7.5 and 8.5 seconds.

**Jumping** - Jump on both feet on the spot with legs crossed,
then apart and with each leg forward in turn (each 30 to 40 jumps). Move forwards three to four metres in jumps. Jump over five or six obstacles (15 to 20cm high) on both feet. Hop forwards on one leg. Do a standing broad jump of not less than 80cm. Be able to high jump 30-40cm from a run up and a long jump of not less than one metre with a run up.

Tossing, catching and throwing - Bounce a ball not fewer than ten times in succession. Roll medicine balls of 10kg. Throw a ball to hit horizontal and vertical targets three to four metres away. Throw a ball 5-9 metres.

Crawling and climbing - Crawl on the hands and knees for three to four metres pushing a ball with the head. Crawl over several obstacles in succession. Crawl zig-zag around obstacles, backwards and along a bench. Alternate crawling with running, walking and stepping. Climb a small ladder and come back down again. Climb wall-bars keeping a rhythmical tempo. Hold on to a rope and try to take the feet off the ground.

Exercises in balance Walk along a narrow track - step and bring the second foot to the first. Step heel to toe (along a straight line, in a circle and zig-zag). Repeat balancing something on the head. On an inclined surface, walk straight forwards and sideways. Run up and down an inclined board on tip-toes. Stand on one foot, arms out to the side and lift the other leg out behind. After running and jumping, stop and crouch on tip-toes with the arms out to the sides; repeat but stop and stand on one leg with hands on the waist. Move in pairs, hand in hand.
General development exercises (Exercises are to be done from different starting positions using hoops, sticks, medicine balls, gymnastic benches and wall-bars).

Arms_and.shoulder girdle - Take up different starting positions i) arms out to the side ii) hands on the shoulders (elbows down and out to the side). From the first starting position, move the arms to the front.

From the second, raise the hands above the head and out to the side with the palms upwards, then put the hands behind the head then move the hands out to the side and upwards.

Legs - Crouch several times in succession and blow out each time. Take one large step forwards and bend that knee - hands on waist. Repeat with other leg forwards.

Body - Crouch then stretch out with one leg out to the side. Repeat for the other leg. Lying on the stomach, raise the head, shoulders and arms. Push-ups on a gymnastic bench.

Dance exercises Express the music in movement. Begin and end dance movements to the music. Clap in time with simple rhythms.

Forming and reforming Form a line, in pairs and in a circle independently. Be able to space out in a line and circle with outstretched arms.

Active games Games involving running (e.g. 'Sly Fox'), jumping (e.g. 'Who can do the least jumps'), crawling and climbing (e.g. 'A Bear and Bees'), throwing (e.g. 'Hunters and Hares') and relays (e.g. 'Put the ball into the ring', and 'Obstacle Races').

Team games Elements of gorodki, basketball, badminton, soccer and ice hockey.
Sports exercises

Sledging - Sledge in pairs. Pull one another. Turn when going downhill.

Sledging - Slide along an icy track after a run up. Crouch and stand up whilst sliding.

Skiing - Travel one to two kilometres at a normal pace.

Cycling - Ride a bicycle in a straight line and with turns to left and right.

Preparation for swimming (assuming proper conditions to be available). Float on the stomach and on the back. Breathe out into the water. Kick the legs up and down whilst sitting in shallow water. Lying on the stomach, hands on the pool bottom and move the hands to travel. Learn arm movements. Swim freestyle. Games in the water (e.g. 'Fountain' and 'A train in a tunnel').

School Preparatory Group (Ages Six to Seven Years)

Aims To develop quality in children's physical work and build up in them a sense of necessity for everyday physical exercise. They should also continue to develop the ability to exercise independently and be able to organise simple games and competitions. Children should also be able to get apparatus out ready for physical culture sessions.

During sessions, the upbringer should ensure that exercises are performed correctly, naturally and with agility. The children should be able to walk in the manner appropriate to the ground conditions, perfect their running action and continue to develop jumping skills with different body shapes whilst jumping. They should balance upon
landing using the arms which should swing upwards. The run up to a jump should involve acceleration. Other activities include throwing various objects, climbing gymnastic bars in different ways and climbing a rope and pole.

The children should be helped further to develop the following: agility, speed, strength, balance, co-ordination, kinaesthetic awareness, endurance and a good posture. They should also be encouraged to follow an upbringer's instructions without a demonstration. The upbringer should help children assess each other's conduct during games and be friendly to one another.

The importance of morning exercises and exercise to remove intellectual fatigue (physical culture minutes) should be emphasised. The children should be encouraged to strive to attain good results in all their physical activities. They should also be made aware of physical culture and sport in their country as a whole.

**Exercises in basic movements**

**Walking** - Master all styles of walking including forming and reforming. Practise different steps.

**Running** - Run quickly and in an agile manner. Run, stepping over obstacles without losing speed. Run backwards maintaining balance and direction. Run with a skipping-rope, with a ball and along a low bench or bar. Use different starting positions, run 10m using the least number of steps. Run non-stop for two to three minutes. Alternate walking and running. By the end of the year be able to run 30m in between 6.5 and 7.5 seconds.

**Jumping** - Different kinds of jumps. Do 30-40 jumps three
to four times. Jump on to an object 40cm high with a three-step run up. Do a standing broad jump of not less than one metre. Long jump not less than 1.8m to 1.9m with a run up and high jump not less than 50cm.

**Tossing, catching and throwing** - Toss and bounce a ball. Toss a ball to a partner three to four metres away overarm and underarm. Toss a ball from a sitting position. Throw a ball and a medicine ball (1kg) over a net. Throw at stationary and moving targets. Throw not less than 5-12 metres.

**Crawling and climbing** - Climb a rope, climb a ladder and crawl using different styles.

**Exercises in balance** Walk in different ways along narrow tracks such as a gymnastic bench. Hold a balance on tip-toes and turn to different sides. Balance standing on a large stuffed ball and turn round on it with eyes closed.

**General development exercises**

**For the arms and shoulder girdle** - Exercises similar to previous age groups.

**For the legs** - As before, including crouch on both feet and then put one leg out to the side with the whole weight on the other leg. Repeat with the other leg.

**For the body** - Do various types of bending - to the right, left, forwards and backwards and with the arms up, down and out to the sides. Lie on the floor on the back and raise both legs to try to touch an object beyond the head. From a crouched position, put the weight of the body on one leg whilst the other is stretched backwards. From a crouched position, try to stand up on one leg. Roll in different shapes. Do preparatory exercises for push-ups and pull-ups.
**Dance exercises**  Move freely and expressively to music. March to music and walk freely and softly to music. Take part in circle dances.

**Forming and reforming**  Perform a variety of forming and reforming exercises. Pair off and march correctly round corners.

**Active games**  Games which involve running and jumping, throwing and catching, crawling and climbing, relay races and obstacle races.

**Team games**  Elements of the following:

- **Gorodki** - Throw a gorodki stick from the side and overarm and take a correct starting position. Be able to hit the figures with the least gorodki sticks possible.
- **Basketball** - Chest passes and running passes overarm. Catch a ball thrown to different heights and at each side. Shoot baskets with two-hand overhead passes, direct the ball with one hand. Play mini-basketball.
- **Soccer** - Pass the ball to one another directing it with either foot. Flick the ball upwards with the foot and catch it with the hands. Dribble the ball around objects. Hit objects and score goals.
- **Ice hockey** - (field hockey on grass if no ice is available) Dribble and hit the puck. Stop the puck. Score goals.
- **Badminton** - Hold the racquet correctly. Hit the shuttlecock over the net to a partner. Move freely on the court trying to hit the shuttlecock.
- **Table-tennis** - Hold the bat correctly and do preparatory exercises with the bat and ball, such as hit the ball and catch it with one hand and hit the ball against the wall.
and bounce it on the floor. Hit the ball back over the net after one bounce.

**Sports exercises**

**Sledging** - When sledging downhill, try to brake with the feet. Turn the sledge. Pick up an object whilst sledging past. Perform certain tasks whilst sledging such as, go through small gates whilst going downhill, hit a target with a snowball and sledge relays.

**Sliding** - After a run-up, slide on an icy track in a standing or crouched position. Repeat on one leg and with turns.

**Skiing** - Slide the feet, one after the other with hands behind the back. Walk with an alternating two-step pace using ski sticks. Travel not less than 600m at an average pace, and two to three kilometres slowly. Step turns. Walk uphill 'snowplough' and 'herring bone'. Ski downhill in an upright and a crouched position. Be able to stop. Games on skis such as 'Who is the fastest?'.

**Ice skating** - Be able to take up a correct position: bent knees, body leaning slightly forwards, head looking forwards and balanced on the skates. Run up and slide on both skates. Stop. Skate forwards and in a circle. Be able to put on and take off the skates. Games on skates such as 'Who is the fastest?'.

**Cycling** - Cycle in a straight line, in a circle or in a zig-zag. Brake. Hold the handlebars with either the right or the left hand. Ride a scooter pushing with the left or right leg.

**Swimming** - (Where suitable conditions are available) - Breathe in then breathe out into the water (3-10 times in succession).
Lower oneself into the water and put the head in, and open the eyes. Float on the back and the front using a kicking action. Use the arms to move. Swim with a rubber ring or float in the hands. Learn correct stroke arm actions. Try to swim unaided. Play games in the water. Swim freely 10-15 metres.
APPENDIX C

PHYSICAL EDUCATION ACTIVITIES OBSERVED IN KINDERGARTENS

Morning Gymnastics in Kindergarten No.16, Brest, 30 April 1985.

Eighteen children, 10 girls and 8 boys, ages 5 to 6 years, wearing yellow or blue t-shirts and royal blue or yellow shorts and bare feet. The activity took place in the hall which had a carpeted floor. A female upbringer, wearing a track suit, conducted the session and another played piano accompaniment. The session lasted some 12 minutes.

a) The children walked in and around the hall in line, swinging their arms.
b) Jogged in a circle around the room.
c) Walked on tip-toe, hands behind the head then hands by the side.
d) Ran around the room quickly.
e) Collected small red plastic dumb-bells - two each from a box as they walked around the room.
f) Formed into two lines, holding a dumb-bell in each hand, the teacher stood at the head of the two lines and instructed the children to lean to the right and to the left.
g) Arms outstretched, crouched down and returned to standing.
h) Sat down, toes pointed and twisted/turned so that one arm was backwards and one arm forwards.
i) Lying on the front, lifted arms and legs and lowered them.
j) Without dumb-bells, they jumped on the spot 16 times and marched 16 steps. Repeated three times.
k) Ran around in a large circle.
l) Marched around twice, then marched out.
Physical Culture Session in Kindergarten No 5, Leningrad, 19 April 1985.

Twenty-one children, 10 girls and 11 boys, ages 3 to 4 years, wearing navy shorts and white t-shirts with blue and red spotted patterns. Every child was bare-footed. The session took place in the hall which had a polished wooden floor. A female upbringer, wearing a blouse, black slacks and plimsolls, conducted the session which lasted some 25 minutes.

Introductory part (one minute)

The upbringer had already placed plastic cubes on the floor, the children marched in to the beat of a tambourine banged by the upbringer. They stood to attention.

Main part (20 minutes)

a) Each went to a cube 'stone' and moved around it with different kinds of steps - 'heavy rain on the stone'. They put the cubes away in a box.

b) In a circle, upbringer in the middle - exercised for some 30 seconds, then moved around in the circle reciting rhymes.

c) Spread out, 'look at clean hands' - movements of the head, arms and hands.

d) Hid, crouched down then stretched out - the upbringer directed the activities by talking.

e) Pretended to tie their laces - this involved bending over.

f) 'Lie in the sun' - lying on their backs the children were told to play with the sun with their legs - tickle it. Showed their legs to the sun then hid them.
g) On their fronts, the children were told to show their backs to the sun and to reach up to touch the sun with their hands. The upbringer helped individuals with these exercises.

h) 'Be an insect on your back and shake your arms and legs'.

i) One child stood in the centre of a large circle with a paper duck head on her head and led the others in movements to 'The Birdie Song' played on a record player. This involved arm, hip and running movements.

j) The upbringer organised the children to carry equipment to put out to form an 'obstacle course', including four hoops lying on the floor to be stepped in, two low planks to be walked along, a wooden block to be stepped on, a pole across the seats of two chairs to crawl under and a tambourine, held by the upbringer, to jump up and bang with one hand. The children moved in line around the course (5 minutes).

k) The obstacle course was put away and for about one minute the children were encouraged to run about freely screaming and shouting - to allow a release of tension and emotions.

l) Cat and mouse game (3-4 minutes). The upbringer put on a cardboard cat's head and stood with her back to the group of children (mice) who crept up towards her. Suddenly, the cat turned and chased the mice. Then a child was selected to be the cat and wore the cat's head, and the upbringer became Mother Mouse.

Concluding part (four minutes)

The upbringer told the children that a cat was hiding in the
room and asked them to find it. One of them found it behind a curtain. The upbringer put it on her head, and talked to them about the cat saying that it was tired and would be going to bed. She asked them all to be quiet as they went to get changed. And so the session ended quietly.
Indoor Physical Culture Session in Kindergarten No 16, Brest, 30 April 1985.

Twelve children (there would normally have been 30 but many had taken an early start to the May Day holiday), 5 girls and 7 boys aged 6-7 years, wearing white t-shirts and blue shorts. They were all bare-footed. The session took place in an L-shaped hall with gymnastic equipment and a piano. The floor was of polished wood. A female upbringer wearing a blouse, track-suit trousers and plimsolls conducted the session. An assistant played piano accompaniment.

Introductory part (two minutes)

To piano accompaniment: - the children walked in and stood in a single line, then walked around in a circle - arms by the side, hands on head, and on tip-toes. They then ran round and slowed to a walk again crouched with knees bent.

Main part (twenty minutes)

a) Marched round and formed into three lines facing the upbringer.

b) To piano music, the group did sets of exercises (rhythmic gymnastics), involving clapping, stepping, jumping and movements of the hips. The exercises were already well known to the children.

c) The group moved to the apparatus at the opposite end of the room which included wall-bars, swings, ropes, ladders and rings. A padded mattress covered the floor under the apparatus. All were able to use the apparatus at the same time and, although no set
exercises were taught, the upbringer assisted individuals. (6-7 minutes).

d) A chasing game - one child held a pink ribbon and tried to chase the others. When touched, a child crouched down but could be 'released' by the others.

Concluding part (three minutes)

A game which involved the children imitating movements made by the upbringer followed by the children marching out.

(The upbringer explained later that, had the whole group been present, she would have split the group into two, half doing rhythmic gymnastics with the pianist, and half on the apparatus with her, then they would change over).
Outdoor Physical Culture Session in Kindergarten no 16, Brest, 30 April 1985.

Eighteen children, ages 6-7 years. All wore warm tracksuits, woollen hats, mittens and plimsolls. The activities took place outdoors on a cold morning with the temperature at around freezing point. Some of the activities were held on a wooden platform (20m x 20m), cleared of snow, and others on the paths and on apparatus in the kindergarten's grounds. The female upbringer was warmly dressed in a tracksuit, but did not wear a hat or gloves. The session lasted for some 35 minutes.

Introductory part (three minutes)

The group jogged out with the upbringer at the head, (she carried a small tambourine), and lined up on the wooden platform.

Main part (thirty minutes)

a) Ran round the platform three times and then in a line, the upbringer leading, the group ran around the kindergarten grounds for some two minutes.

b) Exercises whilst moving around the platform, such as jumping, hopping, walking whilst crouched and arm swinging exercises.

c) The group moved into three lines and did general exercises whilst remaining on the spot such as jumping, bending and stretching.

d) The group split into two : half collected skipping-ropes and skipped on the platform, whilst half went over to two groups of apparatus. The group moved along the apparatus which included hoops, half-sunk into the ground, through which to crawl, obstacles to
climb over and climbing frames. Each child covered three circuits of the apparatus then the groups changed over.

e) Games involving chasing on the platform 'Chickens and the Fox'.

Concluding part (two minutes)

The group held hands in a circle on the platform and moved round slowly chanting with the upbringer in the centre. They all jogged back into the building.
APPENDIX D

MORNING GYMNASICS AND PHYSICAL CULTURE MINUTES FOR PRESCHOOL CHILDREN

Examples of Sets of Morning Gymnastics

Taken from A.I. Fomina, Fizkul'turnye zanyatiya i sportivnye igry v detskom sadu, (Moscow, 1984), p124.

1. Line up and walk in single file; at the signal "Turn!" turn and go back in the opposite direction. To gentle taps of a tambourine, run on the toes, and as the tambourine gets louder, run in the usual manner.

2. Form into groups.

"Stretch like rubber". Starting position: stand, feet slightly apart, hands in front of the chest making fists. Pull the arms apart and out to the sides ("stretch the elastic"), return to the initial position; after 2-3 repetitions, lower the arms (7-8 times).

3. Squatting. Starting position: stand, heels together, toes apart, hands on the waist. Rise up on to the toes, squat down, move the knees apart and out to the sides and, holding the correct bearing, return to the initial starting position (7-8 times).

4. "The bear stamps his feet". Starting position: on hands and knees with the body horizontal. Move the hands, not moving the knees, first the left 'foot' then the right 'foot'. Then return to the starting position. If the children do not hold their breath, you can suggest to them that they do the exercises "growling like a bear".
5. "Clap under the knees". Starting position: stand, feet together, hands down by the side. Wave (gently) with a straight left leg forwards, clap under the knee and then return to the starting position. Repeat for the right leg (4-5 times for each leg).

6. "Sit and lie down". Starting position: lie on the back, arms along the body. Sit up, rest the hands on the floor and say: "Sit!", return to the starting position (7-8 times).

7. "Resting". Starting position: lying on the stomach, fingers under the chin, elbows out to the side, bend the knees out to the side. Bend and straighten the feet (bring the feet down and up), (8-10 times).

8. Get into single file. Jump on both feet, moving forward, alternate with walking and running (8 jumps, 8 walking steps, 8 running steps, 8 walking steps).

9. Walk at a gentle pace.

The above exercises are designed to be conducted in a large area. Below are given exercises suitable for a group's classroom in a more confined space:

Source: A.I. Fomina, Fizkul'turnye zanyatiya i sportivnye igry v detskom sadu, (Moscow, 1984), pp125-126.

1. Stand at your place, facing the upbringer. Walk on the spot with high knee lifts.

2. Pulling up. Starting position: standing, feet together hands together "locked" on the head, palms downwards. Rise up on to the toes and straighten the arms, turn the palms upwards, stretch, return to the starting position (6-8 times).
3. Squatting. Starting position: stand heels together, toes apart, hands on the waist. Squat, keeping a good carriage, return to the starting position (6-8 times).

4. Lean the body to the side. Starting position: sitting on a chair, press your back against the back of the chair, feet on the ground, hands on the waist. Lean to the left, slide that hand down the leg of the chair to the floor, return to the starting position. Repeat on the right side (4-5 times to each side).

5. Leaning the body forwards. Starting position: sitting on a chair, press your back against the back of the chair, feet on the ground, feet parallel, hands to the sides; shoulders horizontal, forearms out at an angle to them, palms forwards. Lean forwards, keeping the positions of the arms and eyes forwards, touching the knees with the chest, return to the starting position (6-8 times).

6. Lift the legs. Starting position: sitting on a chair, hold the hands on the seat back, feet together on the floor; bend the legs and pull them up to the chest, straighten them, bend them again and return to the starting position (6-8 times).

7. Jumping on the spot. Four hops on the left foot, four on the right foot and eight jumps on both feet. Repeat 2-3 times.

8. Running on the spot.
Examples of Sets of Exercises for Physical Culture Minutes

Source: A. I. Fomina, Fizkul'turnye zanyatiya i sportivnye igry v detskom sadu, (Moscow, 1984), p128.

1.
1) Starting position: sitting on a chair, hands on the chair, fingers gripping the chair "in a lock", head forwards. Lift the hands (palms upwards) and the head, stretch, return to the starting position.

2) Starting position: sitting on a chair, hands behind the head. Turn the body to the left and to the right swinging the arms out to the sides.

3) Starting position: standing, hands on the waist. Jump on the spot on two feet, alternating with walking on the spot (four jumps, four steps).

2.
1) Starting position: standing, feet shoulder width apart, hands down by the sides. Circular movements forwards with the arms from in front to behind (continuously), when the arms come up, lift the head and look at them.

2) Starting position: sitting on a chair with your back pressed against the back of the chair, hands on the waist, low bending forwards with a straight back, get up, lower the hands, swing them, palms outwards, and push the shoulders back, straightening up, return to the starting position.

3) Walk on the spot with high knee lifts.

3.
1) Starting position: standing, arms down by the side, feet together. Squat down, grip the knees with the hands and return to the starting position.
2) Starting position: stand, feet together, arms bent at the elbows, palms downwards. Lift one knee and touch it with the palm of one hand, return to the starting position. Repeat for the other leg.

3) Starting position: sitting on a chair, lean the elbows against the table, forearms held vertical. Clench the fists and unclench them and spread the fingers out to the sides.
APPENDIX E

PROGRAMME OF PHYSICAL CULTURE LESSONS FOR CLASSES I-III (1981)

Taken from Programmy I-III klassov shkol c russkim yazykom obucheniya na 1981/82 uchebny god (Minsk, 1981), pp151-172.

(This Programme was used in schools in Byelorussia until May 1985)

Classification of the Activities of Physical Culture Lessons

A brief description follows of the activities for each class.

Class I (70 lessons)

Gymnastics (35 lessons)

The children learn how to stand and move in formation and to obey the teacher's commands to change formation. Basic, simple positions and movements of arms, legs, head and body are taught. Sets of exercises are learned for morning hygienic gymnastics. Exercises are done with large balls, passing the ball from child to child in a circle or a line or to a partner. Exercises are also taught using small balls, bouncing, rolling, throwing and catching them with both or either hand. Sets of morning hygienic exercises are learned using both large and small balls. Other basic work is done to develop good posture. There is also some simple work in acrobatic exercises, dance exercises, climbing and crawling over obstacles, running, walking and jumping.

By the end of the course of gymnastics, pupils should, according to the programme, be able to:

i) obey commands from the teacher to form and reform
ii) know and be able to perform basic movements including some sets of morning hygienic gymnastics

iii) bounce and catch large and small balls and pass and catch a ball with a partner

iv) take the correct pose when static and when moving

v) roll backwards from a squatting position and do a forward roll coming back to the squat

vi) know the names and be able to perform a number of dance steps

vii) climb along a gymnastic bench using various different methods and climb across obstacles

viii) stand and walk on a raised area keeping a good carriage

ix) walk and run in time with music and to a count, run quickly for 30 metres and run at a slow pace for one minute

x) jump across a short skipping-robe on the spot with intermediate jumps on both feet

xi) long jump from a standing start, long jump with a run up and high jump with a run up, taking off from one foot and landing on both; they should also be able to land gently from their jumps

xii) throw a ball correctly from standing, starting with the ball behind the head and facing the direction of the throw.
Games - 23 lessons

Games with:-
elements of formation and general development exercises,
running,
jumping on the spot and from a spot,
high jumping and long jumping,
throwing to a distance and at a target.

At the end of the games course, the children should be able
to play games, observing the rules.

Skiing Training - 12 lessons

The children learn how to carry the skis and put
them on. They learn some elementary ways of moving and
turning on skis, and to travel slowly for 400-500 metres.
By the end of the twelve lessons, they should be able to
move on skis with steps and sliding and both with and
without using ski poles. They should also be able to
get up small slopes and come down them.

Class II (64 lessons)
Gymnastics (32 lessons)

The categories of work are the same as for Class I,
but the work is more advanced.

By the end of the course, the pupils should be able
to:-

i) turn to the right and to the left on the spot
separately, and break away with a set step

ii) in an exact and coordinated manner, master
movements of the arms, legs and body and
combinations of exercises with flags
iii) know and perform sets of morning hygienic gymnastics
iv) throw a ball from the spot and from a run up
v) throw and catch a small ball with one hand
vi) perform a forward somersault from squatting to return to a squat
vii) perform a number of dance steps
viii) climb along a gymnastic bench using one of several different methods
ix) walk on a raised surface whilst tossing up and catching a ball, lowering oneself into a squat, rise up and turn to the right and to the left
x) walk and run in a straight line on the toes and maintain a good posture
xi) run quickly and know one's own result after running 30 metres
xii) run slowly and evenly for 1.5 minutes
xiii) high jump using the 'scissors' method
xiv) throw a ball 10 metres in a set direction with both the left and the right hands.

Games - 20 lessons

Games with elements of general development exercise, running, jumping and variations of them learned in Class I. Pupils should be able to know the rules of the games they have learned and to organise and carry out those games.

Skiing Training - 12 lessons

Enlarge upon and improve skills already learned and, at the end of the year, be able to perform all the elements of formation on skis and move on skis on available slopes and inclines (when they are close by the school).
Class III (70 lessons)

As for Class II but more complex activities and additionally 'exercises with sticks' and 'complex and simple suspending'.

Graduates of Class III should be able to:-

i) correctly form and reform upon command
ii) hand in a report and keep up a set pace
iii) know and perform sets of morning hygienic gymnastics
iv) toss a ball up high and catch a large ball with both hands and with one hand
v) manage a large or small ball whilst running
vi) do basic positions and movements with gymnastic sticks
vii) do a shoulder stand
viii) perform all the taught dance steps
ix) climb up a vertical rope in an arbitrary way
x) get over obstacles in a defined way
xi) perform learned means of movement with decreasing and increasing speeds
xii) go on to one knee on a log and turn through 90 degrees and 180 degrees
xiii) crawl under a gate 50 centimetres high
xiv) jump with short skips by mixing steps forwards and backwards
xvi) perform vaults into kneeling position (horse, buck) with subsequent changes (into squat with jump forward).
Games - 20 lessons

Games which include elements of general development exercises, running, jumping, throwing and climbing are included. Pupils should know the names and rules of the games they have learned, upon the teacher's instructions organise and take part in these games and have learned additional movements.

Skiing Training - 12 lessons

Further skills are learned involving travelling, stopping and turning, both on slopes and flat snowy surfaces. The children play games on skis.

By the end of the year they should:

i) be able to move on skis using an alternate stepping
ii) be able to come up a gentle slope sideways
iii) pass the educational norms: 500 metres - boys, in 4 minutes 30 seconds, girls in 5 minutes.

Athletics - 12 lessons

Activities include running, walking, jumping and throwing.

Upon completion of the course, the pupils are expected to be able to:

i) run correctly - in a straight line and with parallel planted feet
ii) long jump, running up with the "bent knees" method
iii) high jump using the "scissors" method
iv) throw a ball using a shoulder throw
APPENDIX F

PROGRAMME OF PHYSICAL CULTURE LESSONS FOR PUPILS OF
CLASSES IV-X (1983)


Class IV - (10-11 years)

Theoretical Information

The concept "Physical culture". The role of the
general subject "Physical culture" in strengthening
health and training pupils for labour and defence of the
Motherland. Personal hygiene, tempering and water treat-
ment. Correct breathing whilst exercising. The nutrition
and movement routines of schoolchildren of Class IV.
The safety rules whilst undertaking physical exercises.
Basic clothing and footwear requirements during lessons.

Practical Experience and Skills

Gymnastics - 16 lessons

Drill: Respond to commands 'Stand!', 'Attention!',
'Right dress!', 'At ease!'. Form, reform and march in step.
Turn on the spot whilst moving. Reform from a single line
into two lines; into three and reverse.

General development exercises without objects:
Movements of the arms and legs. Exercises to promote good
carriage.

Sets of morning gymnastics with and without objects.
Climbing a rope in three stages.
Lifting and carrying loads, in twos and fours, of
gymnastic equipment.
Hanging and pull-ups on beams and bars.
Exercises in balance: on apparatus and on the floor.
Acrobatics: forward and backward rolls, form a 'bridge' shape from lying down, and stand up without assistance and perform a shoulderstand.
Supported jumps to a height of 90-100cm, finish in a squatting position.
Exercises without objects: positions of arms and legs, stepping, and different types of jumps. Leaps.
Exercises with objects: skipping using different combinations of steps.
Elements of contemporary and national dancing.

Track and Field Athletics - 20 lessons

Running in a straight line. Slow running for four minutes. Running exercises with high knee lifts and jumping. Standing starts. High jumps, long jumps.
Throwing a small ball overarm from a standing position as far as possible and to a specified distance.

Elements of Team Games - 16 lessons

Mobile games: games with elements of strength and national (folk) games.

Basketball: positions of the players; movement; Hop and halt; catch and pass the ball with two hands using chest passes; use both the right and the left hands to control the ball; throw the ball with one hand from the spot.

Soccer: kicking a stationary ball with the instep; trapping a rolled ball with the inside of the foot; dribbling the ball.
Handball: positions of the players; movements; stop slowly; throwing; catching a ball with two hands and passing with one and with two hands on the spot; holding; throwing the ball at a target with the right and the left hands.

Volleyball: positions of players; movements; volley passes.

Skiing - 16 lessons

Walking steps, push off and slide. Travelling downhill in crouched and standing stances. 'Snow plough' stops. Going uphill with skis in 'herring-bone' positions. Step-over turns on the spot and turning whilst moving. March for one kilometre.

Cross-Country Running - 16 lessons

Walking and running over rugged country terrain. Running uphill and downhill. Running and walking for one kilometre.

Skating - 16 lessons

Standing on skates. Pushing off and sliding on both skates. Alternately pushing with the right and the left feet. Sliding on one skate. Braking - half snow-plough and snow-plough. Skating at a slow pace for one kilometre.

Swimming - 26 lessons

Exercises to accustom the pupils to the water. Arm and leg movements to swim front crawl and backstroke and their coordination with the action of breathing. Swim
25 metres frontcrawl and backstroke with full stroke coordination. Jump into the water from a small ledge in the pool. Slide into the pool from a position of sitting on the poolside. The simplest turns in front crawl and backstroke.

Practical Work and Skills for Independent Exercise

Carry out morning hygienic gymnastics. Control amounts of movements and speed. Conduct a study of mobile games. Requirements for the pupils:

to know the safety rules when carrying out physical exercises; be able to carry out home tasks of morning hygienic gymnastics; be able to achieve the GTO award "Bold and Skilful".

Interdisciplinary Connections

With the "Natural history" course of the IIIrd class - the major muscle groups and the routine of the day and with the "Mathematics" course of the IVth class - the concepts of a straight line, a segment and an angle.
STANDARDS FOR CLASS IV IN PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>Activity</th>
<th>GIRLS</th>
<th>BOYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climbing a rope (m)</td>
<td>2.50-1.70-1.50</td>
<td>3.00-2.50-2.00</td>
</tr>
<tr>
<td>Pull-ups from hanging position (number)</td>
<td></td>
<td>4-3-2</td>
</tr>
<tr>
<td>Push-ups from lying down (number)</td>
<td>3-2-1</td>
<td></td>
</tr>
<tr>
<td>Lifting straight legs to 90° on a gymnastic bench (number)</td>
<td>3-2-1</td>
<td>4-3-2</td>
</tr>
<tr>
<td>Running 60m (secs.)</td>
<td>11.0-11.9-13.2</td>
<td>10.8-11.4-11.8</td>
</tr>
<tr>
<td>Long jump with run up (m)</td>
<td>2.80-2.60-2.20</td>
<td>3.30-3.10-2.70</td>
</tr>
<tr>
<td>High jump with a run up (m)</td>
<td>0.85-0.80-0.75</td>
<td>0.95-0.90-0.85</td>
</tr>
<tr>
<td>Throwing a small ball (m)</td>
<td>20-16-14</td>
<td>24-22-18</td>
</tr>
<tr>
<td>Cross-country run 1000m (mins.)</td>
<td>6.40-7.40-8.20</td>
<td>6.00-6.40-7.40</td>
</tr>
<tr>
<td>Ski racing 1km (mins.)</td>
<td>8.00-8.20-8.40</td>
<td>7.10-7.40-8.00</td>
</tr>
<tr>
<td>Speed skating 100m (secs.)</td>
<td>23-26-28</td>
<td>22-24-26</td>
</tr>
<tr>
<td>Swimming 25m</td>
<td></td>
<td>without regard for time</td>
</tr>
</tbody>
</table>

Refer to GTO tables in Appendix A to compare the standards expected of all pupils with those required to pass GTO awards.
Class V - (11-12 years)

Theoretical Information

Lenin's and Kalinin's teaching on physical education of the young. The importance of physical education for maintaining fitness for work. Rules of personal hygiene. The importance of exercises for general physical development. Safety rules in the gymnasium, swimming, school yard etc.

Practical Experience and Skills

Gymnastics - 16 lessons

Drill: reforming from one to two and three rows; formation steps; spreading out by one, two and three steps and closing back again; keeping distance, formation of diagonals and other shapes. General development exercises with a gymnastic stick.

Rope climbing: to 2.5 metres (girls) and to 3.0 metres (boys).

Suspension from a beam: with support - exercises less strenuous for girls than for boys.

Balancing exercises on a beam: moving on tip-toes and at different speeds, stepping over balls on a beam, turning 180 degrees on the toes in a half-squat. Descending with a bent left leg then with a bent right leg.

Acrobatics: two forward somersaults, one after the other; backwards somersault; bridge from standing position with assistance.

Vaulting exercises: vault over a horse 100-110cm high; jump with legs apart.
Exercises without objects: polka step, gallop step, jumps from a standing position landing on both feet, spreading the legs out whilst in the air.

Exercises with objects: skipping-ropes - high jumps, running on the spot, skipping with the rope rotating forwards for one minute.

Elements of contemporary and national dances.

Track and Field Athletics - 20 lessons

Running in a straight line at maximum speed. Running at a uniform speed for six minutes.

High jumps and long jumps with run ups.

Surmounting vertical obstacles 30-40cm high, landing on one or on two feet.

Throwing a small ball at a horizontal target 2 metres wide from a distance of 10-15 metres.

Elements of Team Games - 16 lessons

Mobile games. Games and relay races. Games with elements of strength and national (folk) games.

Basketball.
Soccer.
Handball
Volleyball.

Skiing - 16 lessons

Cross Country Running - 16 lessons

Skating - 16 lessons

Swimming - 14 lessons

Front crawl, back crawl for 50 metres.
Movement of the arms and legs for breast stroke.
Co-ordination of arm movements with breathing.
Sprint 25 metres.
Diving.
Retrieving objects from a shallow depth.

Practical Work and Skills for Independent Exercise

Carry out morning hygienic gymnastics and general exercises and be able to control their movements.

Requirements of the pupils. Know the effects of exercise on the body, be able to exercise at home and know the educational norms.

Interdisciplinary Connections

With "Mathematics" in classes IV-V: measuring length, speed and time, the concept of parallel lines and the length of a circular line. With "Nature Studies" in class III: the action of muscles and the causes of fatigue.
<table>
<thead>
<tr>
<th>Event</th>
<th>Girls</th>
<th>Boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climbing a rope (m)</td>
<td>3.00-2.50-2.00</td>
<td>3.50-3.00-2.50</td>
</tr>
<tr>
<td>Pull-ups from a hanging position (number)</td>
<td></td>
<td>5-4-3</td>
</tr>
<tr>
<td>Push-ups from lying down (number)</td>
<td>4-3-2</td>
<td></td>
</tr>
<tr>
<td>Lifting straight legs to 90° on a gymnastic bench (number)</td>
<td>4-3-2</td>
<td>6-4-3</td>
</tr>
<tr>
<td>Running 60m (secs.)</td>
<td>10.6-11.0-12.4</td>
<td>10.4-11.0-11.5</td>
</tr>
<tr>
<td>Long jump with a run up (m)</td>
<td>3.00-2.80-2.60</td>
<td>3.50-3.20-2.90</td>
</tr>
<tr>
<td>High jump with a run up (m)</td>
<td>0.90-0.85-0.80</td>
<td>1.00-0.95-0.90</td>
</tr>
<tr>
<td>Throwing a small ball (m)</td>
<td>23-20-16</td>
<td>28-25-22</td>
</tr>
<tr>
<td>Cross-country run 1500m (mins.)</td>
<td>10.00-10.30-11.00</td>
<td>8.00-8.30-9.00</td>
</tr>
<tr>
<td>Ski racing 2km (mins.)</td>
<td>15.30-15.00-16.30</td>
<td>13.00-13.30-14.00</td>
</tr>
<tr>
<td>Speed skating 100m (secs.)</td>
<td>22-25-27</td>
<td>21-23-25</td>
</tr>
<tr>
<td>Swimming 25m</td>
<td></td>
<td>without regard for time</td>
</tr>
</tbody>
</table>
Class VI - (12-13 years)

Theoretical Information

Physical culture in the life of great people. Information about motion, the ability to measure one's pulse, rules on developing one's strength and agility, safety rules in carrying out exercises which develop strength, and first aid.

Practical Experience and Skills

Gymnastics - 16 lessons

Drill: respond to commands - 'half-turn left', 'half-turn right', changing speed of movement on command - 'longer step', 'shorter step', 'more frequent', 'less frequent'.

General development exercises: (boys only) - carried out in pairs with dumb-bells (1-2kg).

Rope climbing in two ways.

Suspension from a beam. Boys more strenuous exercises than girls.

Balancing exercises on a beam.

Acrobatics: (girls and boys) - forward somersaults. (Boys) - balancing on their shoulders. (Girls) - head stands with knees bent.

Vaulting exercises: (boys) - with knees bent over apparatus 110cm high, (girls) - over apparatus 110cm high with straight legs.

Exercises without objects: cross-over steps and 180° turns. Jumps.

Exercises with objects: exercises with skipping-ropes - jumping with the rope rotating forwards and...
backwards. Running on the spot with high knee lifts 2 x 1 minute.

Elements of contemporary and folk dances.

Track and Field Athletics - 20 lessons

Starting position supported on one hand. A running start and transition to a long-distance run (6 minutes) with one-two accelerations.

High jump with a run up using the 'step-over' method.
Long jump with a run up and using the 'bent knees' method.

Throwing a small ball with a run up of 4-6 steps.
Throwing a small ball from a lying down position at a target 10-12 metres away.

Elements of Team Games - 20 lessons

Mobile games. Relay races. Games requiring strength.
National (folk) games.
Basketball
Soccer
Handball
Volleyball

Skiing - 16 lessons

Ski a distance of 2.5 kilometres.

Cross-Country Running - 16 lessons

Run for 10-15 minutes.

Skating - 16 lessons

Skate a distance of 2 kilometres.
Swimming - 14 lessons

Breast stroke, backcrawl and front crawl at a moderate speed 1 - 2 x 50 metres. Swimming using legs only, then arms only for 50 metres. Carry a floating object. Dive down to retrieve objects from the pool bottom. Swim at speed 50 metres using any method.

Practical Work and Skills for Independent Exercise

Carrying out exercises for muscular strength and agility.

- Checking one's own pulse-rate.

Requirements of pupils: they should know the basics of 'self-checking' for keeping fit whilst doing physical exercises; should be able to carry out keep-fit exercises at home for developing muscular strength and agility; know the norms and requirements of the GTO stage 'Bold and Skilful'.

Interdisciplinary Connections

With "Physics" in class VI - the concepts of mass, uniform and non-uniform motion and inertia.
### STANDARDS FOR CLASS VI

<table>
<thead>
<tr>
<th>Event</th>
<th>GIRLS</th>
<th>BOYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climbing a rope (m)</td>
<td>3.30-2.80-2.20</td>
<td>4.00-3.50-3.00</td>
</tr>
<tr>
<td>Pull-ups from a hanging position (number)</td>
<td></td>
<td>6-5-4</td>
</tr>
<tr>
<td>Push-ups from lying down (number)</td>
<td>5-4-3</td>
<td></td>
</tr>
<tr>
<td>Lifting straight legs to 90° on a gymnastic bench (number)</td>
<td>5-4-3</td>
<td>8-6-3</td>
</tr>
<tr>
<td>Running 60m (secs.)</td>
<td>10.4-10.6-11.8</td>
<td>10.0-10.4-11.0</td>
</tr>
<tr>
<td>Long jump with a run up (m)</td>
<td>3.10-3.00-2.60</td>
<td>3.70-3.30-3.00</td>
</tr>
<tr>
<td>High jump with a run up (m)</td>
<td>1.00-0.95-0.90</td>
<td>1.10-1.05-1.00</td>
</tr>
<tr>
<td>Throwing a small ball (m)</td>
<td>24-22-17</td>
<td>33-28-23</td>
</tr>
<tr>
<td>Cross-country run 1500m (mins.)</td>
<td>9.40-10.00-10.30</td>
<td>7.40-8.00-8.30</td>
</tr>
<tr>
<td>Ski racing 2km (mins.)</td>
<td>15.00-15.30-16.00</td>
<td>12.30-13.00-13.30</td>
</tr>
<tr>
<td>Speed skating 100m (secs.)</td>
<td>21-24-26</td>
<td>20-22-24</td>
</tr>
<tr>
<td>Swimming 25m</td>
<td>without regard for time</td>
<td></td>
</tr>
</tbody>
</table>
Class VII - (13-14 years)

Theoretical Information

The role of the Komsomol in the development of physical culture and sport in the USSR. The concept of sport and its significance for the all-round development of personality. The uniform sports classifications. Regulations for carrying out individual exercises for speed and strength, and safety regulations when undertaking exercises.

Practical Work and Skills

Gymnastics - 16 lessons

Drill exercises: obeying the commands 'straight ahead', 'left turn' and 'right turn' and breaking formation.

General development exercises: (for girls) with forward movement, (for boys) with dumb-bells of 2-3 kg.

Rope climbing: (boys) timed, for speed, (girls) using hands and legs, also timed, or climbing along a horizontal rope.

Suspension from a beam: (boys) on the higher beam, (girls) start on the lower beam and finish on the upper beam; arm exercises and body exercises in swinging.

Balance exercises on a beam.

Acrobatics: (boys) backward somersaults with feet apart; forward and backward somersaults. Handstands and headstands; extended somersaults; (girls) bridge and turn on one knee; forward and backward somersaults.

Vaulting exercises: (boys) with knees bent over a pommelled buck 115-120cm high, (girls) sideways jumps with a turn of 90° across a wide 'horse' (110cm).
Exercises without objects: 'waltz' steps sideways and forwards; sideways and forward jumps; turns of 360°.

Exercises with objects: skipping for 1.5-2 minutes at the rate of 135-140 jumps a minute; (girls) ball throwing - throw and catch a ball with both hands; bounce the ball, turn 360° and catch the ball, throw the ball underarm and overarm.

Elements of contemporary and national (folk) dancing.

Elements of combat: (boys) wrestling methods from a lying position, and side by side; wrestling for an object, for example, take a captured ball; games which include these elements.

Track and Field Athletics - 20 lessons

- Starts from a lying down position. Low starts.
- Running starts with a transition to a long distance run.
- Cross 2-3 vertical obstacles with and without support, landing on one or both legs. Run with variable speeds for 6 minutes.
- Throwing a small ball at a moving target from a distance of 12-20m.
- High jumps and long jumps with a run up.

Basketball - 16 lessons

- Stop. Turn on the spot forwards and backward.
- Penalty throws. Pass the ball in pairs on the spot and whilst moving. Shoot one handed on the spot and whilst moving. Personal defence. Games with two teams.

Soccer - 16 lessons

- Dribble the ball on the inside and the outside of
the feet with changes of speed and direction. Kick the ball with the instep. Two-sided game.

**Handball - 16 lessons**

Stop after running. Turn on the spot. Catch and pass the ball. Seven-metre penalty throws. The position of the goalkeeper for attacking throws from the 6-9 metres lines. Attacking throws at low angles. Two-sided game.

**Volleyball - 16 lessons**

Send the ball using two-handed volley passes in a line. Keep the ball in motion on one's own. 'Dig' passes using the fists. Receiving a low ball with both hands from a low service. A low first serve. Games where three touches of the ball must take place on each side.

**Skiing - 16 lessons**

Co-ordination of the movements of arms and legs. Travel a distance of 3 kilometres.

**Cross-Country Running - 16 lessons**

Run on rugged terrain with changes of direction. Run at a medium pace for 10-12 minutes (girls) and for 15-20 minutes (boys).

**Skating - 16 lessons**

Move with large and small steps and in a straight line and with turns. Travel with movements of both arms and with one arm. Travel for 2.5 kilometres.
Swimming - 14 lessons

Swim 75 metres using previously learned methods and at a moderate speed. Swim 2 x 50 metres. The use of lifesaving techniques.

Practical Work and Skills for Independent Exercise

Develop jumping skills and be able to determine one's own level of advance. Requirements of pupils: be able to understand the importance of physical culture and sport for developing personality, carry out home exercises for speed and strength and apply the educational norms.

Interdisciplinary Connections

With the "Physics" course for classes VI and VII - the concepts of mechanical work, force and friction.
<table>
<thead>
<tr>
<th>STANDARDS FOR CLASS VII</th>
<th>GIRLS</th>
<th>BOYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climbing a rope (m)</td>
<td>3.50-3.00-2.80</td>
<td>at speed - 3m</td>
</tr>
<tr>
<td></td>
<td>8-10-14 secs.</td>
<td>8-10-14 secs.</td>
</tr>
<tr>
<td>Pull-ups from a hanging position (number)</td>
<td>7-6-5</td>
<td>7-6-5</td>
</tr>
<tr>
<td>Push-ups from lying down (number)</td>
<td>8-6-4</td>
<td>8-6-4</td>
</tr>
<tr>
<td>Lifting straight legs to 90° on a gymnastic bench (number)</td>
<td>6-5-4</td>
<td>9-8-7</td>
</tr>
<tr>
<td>Sit-ups (number)</td>
<td>7-6-4</td>
<td>7-6-4</td>
</tr>
<tr>
<td>Straightening the arms pushing the body up on parallel bars (number)</td>
<td>6-5-4</td>
<td>6-5-4</td>
</tr>
<tr>
<td>Running 60m (secs.)</td>
<td>10.2-10.6-11.2</td>
<td>9.8-10.2-10.8</td>
</tr>
<tr>
<td>Long jump with a run up (m)</td>
<td>3.30-3.00-2.80</td>
<td>3.60-3.50-3.10</td>
</tr>
<tr>
<td>High jump with a run up (m)</td>
<td>1.05-1.00-0.95</td>
<td>1.15-1.10-1.05</td>
</tr>
<tr>
<td>Cross-country run 2000m (mins.)</td>
<td>13.00-13.40-14.40</td>
<td>9.40-10.00-10.40</td>
</tr>
<tr>
<td>Speed skating 300m (mins.)</td>
<td>1.10-1.20-1.40</td>
<td>1.00-1.10-1.20</td>
</tr>
<tr>
<td>Ski racing 2km (mins.)</td>
<td>14.00-15.00-16.30</td>
<td>18.40-19.00-19.40</td>
</tr>
<tr>
<td>Ski racing 3km (mins.)</td>
<td>25-23-20</td>
<td>37-32-28</td>
</tr>
<tr>
<td>Swimming 50m</td>
<td>without regard for time</td>
<td>without regard for time</td>
</tr>
</tbody>
</table>
Class VIII - (14-15 years)

Theoretical Information

The effect of physical exercise on the basic system of the organism. The effect of physical exercise and of nutrition on the body. GTO for class VIII. Medical supervision for those engaged in physical culture. Rules for individual exercises for endurance. Rules and skill of self-checking while carrying out endurance exercises.

Practical Work and Skills

Gymnastics - 16 lessons

Drill exercises: change step on the spot and whilst moving forwards in a line and in ranks; change from a single line to two, three and four lines.

General development exercises: (for boys) with benches and with dumb-bells of 3-5kg.

Suspension from a beam: the beams are higher for boys than girls and exercises are strictly defined as to which beam is held by what hand, and which way the body turns before returning to an initial or higher position.

Balance exercises on a beam: vaulting supported by the left (right) hand, move into a lying position, twist the body 90 degrees to the left (right), sitting back on the heels. Jumps on one foot and on both feet.

Acrobatics: (boys) head and hand-stands, extended somersaults forward from a three-step run up. (Girls) balance on one leg, lunge forward and somersault forwards.

Vaulting exercises: (boys) jumping with bent legs over a vaulting horse, lengthwise at 115cm height, (girls) vault over the horse at the height 110-115cm.
Exercises with objects: skipping with a rope for 2 minutes at a rate of 140-145 jumps a minute; (girls) - exercises with balls combined with exercises and dance steps previously learned; throwing the ball from behind the back; rolling the ball.

Exercises without objects: (girls) hopping on one leg; repeat, turning 80 degrees with the free leg swinging to assist the turn; repeat, turning 360 degrees with the free leg forwards.

Elements of contemporary and national (folk) dances.

Elements of unarmed combat: (boys) from a kneeling or sitting position, on command, rise and move to behind the partner; holding the hands behind the back, stand on one leg and push the partner with the shoulders and body to push him out of a predetermined area; wrestling for an object, for example, a gymnastic stick, trying to take it from the partner; games with elements of wrestling.

Track and Field Athletics - 20 lessons

Running: on a curved running track, relay races; run 300-500 metres 3 or 4 times.

High jumps: from a run up, change the length and speed of the last three steps of the run, preparation for the take-off, take off from the running step, jump for height from a run using the bent knees method, arm, leg and body movements while airborne and on the ground.

Throwing a small ball: at a distance from a run up of 10-14 steps along a 10m 'corridor'. Grenade throwing: (girls) 300gms (boys) 500gms, for distance.

Obstacle course: (boys) start from a position lying down, 20 metres run, cross a ditch 2 metres wide,
20 metres run, cross two 40cm high obstacles, cross a fence 2 metres high consisting of 3 cross-bars, leaning on it with the chest to cross it, 30 metres run.

**Basketball - 16 lessons**

Jump to catch a high ball with both hands, repeat after retrieving the ball from a block. Overhead passes with two hands. Keeping the ball as opponents approach. (Boys) throw two-and one-handed overhead passes whilst jumping. Man to man defence in all areas. Two-sided games.

**Soccer - 16 lessons**

Kick the ball with different parts of the foot. Stop a falling ball with the instep. Heading the ball at a target from the spot. Two-sided games.

**Handball - 16 lessons**

Passing the ball. Throwing the ball using the body and with one, two and three steps. Catch and pass the ball whilst moving in pairs and in threes. The co-operation of team mates with their defence. Deceptive movements going to the left or to the right. Two-sided games.

**Volleyball - 16 lessons**

Pass the ball two-handed in a line and across the net. Jump whilst passing the ball across the net. With the back to the partner, pass the ball. Keep the ball in the air with many short passes above the head. Receive a ball which has bounced off the net. Low accurate passes. Defensive play.
Skiing - 16 lessons

Change from alternate to simultaneous use of ski poles. Travelling in hilly areas. Stopping sideways sliding. (Boys) travel 4km (girls) 3km using previously mastered routes.

Cross-Country Running - 16 lessons

Group running on broken terrain. Run at variable speeds: girls - for 15 minutes, boys - for 20 minutes.

Skating - 16 lessons

Travel along a curve (small and large). Travel at an even pace: (girls) for 1km, (boys) for 2km.

Swimming - 14 lessons

Swim 100m using previously learned methods. Swim 3 x 50m using only legs and then only arms. Sprint turns. Helping drowning persons.

Practical Work and Skills for Independent Exercise

Carry out exercises to promote endurance from a written text with illustrations. Self check the stress whilst exercising.

Requirements of the pupils: to know the effect of physical exercise on the human body and the main body systems; be able to carry out exercises at home for endurance and other physical qualities; apply study norms as set out in the GTO grade 'Sports Reserve'.

Interdisciplinary Connections

With class VIII "Physics": the concept of trajectory,
path and stability of a body. With "Human Anatomy, Physiology and Hygiene" : the concepts of the systems of support and motion, blood circulation and breathing. The effects of smoking and alcohol on the cardiovascular system.
<table>
<thead>
<tr>
<th>Exercise</th>
<th>GIRLS</th>
<th>BOYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climbing a rope (m) (without using legs)</td>
<td></td>
<td>3.00-2.50-2.00</td>
</tr>
<tr>
<td>Pull-ups from a hanging position (number)</td>
<td></td>
<td>8-7-6</td>
</tr>
<tr>
<td>Push-ups from lying down (number)</td>
<td></td>
<td>9-7-6</td>
</tr>
<tr>
<td>Lifting straight legs to 90° on a gymnastic bench (number)</td>
<td>7-6-4</td>
<td>10-9-8</td>
</tr>
<tr>
<td>Sit-ups (number)</td>
<td></td>
<td>8-7-6</td>
</tr>
<tr>
<td>Hold the legs at 90° whilst hanging from a beam (secs.)</td>
<td></td>
<td>12.00-9.00-4.00</td>
</tr>
<tr>
<td>Running 60m (secs.)</td>
<td>10.00-10.4-10.8</td>
<td>9.2-9.4-10.0</td>
</tr>
<tr>
<td>Long jump with a run up (m)</td>
<td>3.40-3.20-3.00</td>
<td>3.90-3.70-3.40</td>
</tr>
<tr>
<td>High jump with a run up (m)</td>
<td>1.10-1.05-1.00</td>
<td>1.20-1.15-1.10</td>
</tr>
<tr>
<td>Cross country run 2000m (mins.)</td>
<td>12.30-13.00-14.00</td>
<td>8.50-9.40-10.40</td>
</tr>
<tr>
<td>Speed skating 300m (mins.)</td>
<td>1.05-1.15-1.20</td>
<td>0.55-1.05-1.15</td>
</tr>
<tr>
<td>Ski racing 2km (mins.)</td>
<td>13.30-14.30-15.30</td>
<td>18.00-18.30-19.00</td>
</tr>
<tr>
<td>Ski racing 3km (mins.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Throwing a small ball (m)</td>
<td>26-24-21</td>
<td>40-37-31</td>
</tr>
<tr>
<td>Swimming 50m</td>
<td>without regard for time</td>
<td></td>
</tr>
</tbody>
</table>
Class IX (Girls) - (15-16 years)

Theoretical Information

Physical culture and sport as a means of preparing girls for work and general activity by harmoniously developing the body of a future mother. The hygiene of girls during physical exercise. Carrying out exercises with younger girls. Soviet athletes in the campaign for peace and brotherhood of nations.

Practical Work and Skills

Gymnastics - 16 lessons

Drill exercises: turning in a circular motion.

-Splitting up and knowledge of formation and movement.

General development exercises: to strengthen muscles of the body.

Suspension from a beam: using body and leg movements to move to an upper beam; body exercises; jump from a lower beam.

Balance exercises on a beam.

Acrobatics: sit at an angle with the arms stretched out sideways - hold the position; kneel and bend back as far as possible; crouch, turn backwards and go into a shoulder stand.

Vaulting exercises: jump across the width of a vaulting horse 110cm high.

Elements of artistic gymnastics: 'wave' movements of arms and body, jumps one after the other; skipping for 2 minutes at the rate of 145 jumps per minute; exercises with a hoop and with a ribbon.

Elements of contemporary and national (folk) dances.
Track and Field Athletics - 20 lessons

Run over 3-4 hurdles, 30-40cm high; repeated runs of 300m three times; starts and relays on straight and curved tracks.

High jumps with a method chosen by the pupil.
Long jumps with a method of the pupil's choice.
Shot put, weight 3kg. Grenade throwing at a horizontal target 2.5m x 2.5m at a distance of 15 metres.

Basketball - 16 lessons

Different methods of attack and defence. Jumping and catching a high ball with both hands as it bounces from the backboard. Two-handed overhead pass. 'Carrying' the ball as an opponent approaches. Circular movement when throwing the ball with one or two hands above the head. Zone defence. Two-sided games.

Handball - 16 lessons

Catching and passing the ball in threes. Cross-over movements in a figure of eight. Passing and catching from a leap. Support play. Watching the opponent. Zone defence.

Volleyball - 16 lessons

Passing the ball two-handed in the zones 5-3-4, 6-2-3, 4-3-2. Receiving the ball with the hands below it. Service. Receiving the ball from the service. Play the game with a maximum of three strikes on each side.

Skiing - 16 lessons

Travel a distance of 3km.
Cross-Country Running - 16 lessons

Group starts. Run over terrain with hollows, shrubbery and mounds. Run 20 minutes with changes of speed.

Skating - 16 lessons

Long and short distance runs. Skate at an average speed for up to 15 minutes.

Swimming - 14 lessons

Swim using a chosen method on the side. Swim using legs only or arms only 2 x 50m. Swim 200 metres. Tow a partner. Games and relay races in the water.

Practical Work and Skills for Independent Exercise

Choose exercises for self-training in developing basic motor qualities. Referee a team game.

Requirements of the pupils: understand the significance of physical culture in preparing them for professional work, for developing their bodies, and for future motherhood. Be able to carry out fitness exercises at home and lead younger pupils in their exercises. Know the educational standards.

Interdisciplinary Connections

With "Physics" in class VIII: the concepts of inertia, mass, centre of gravity, force and Newton's Law.

With "Human Anatomy, Physiology and Hygiene" in class VIII: pulse, blood circulation and the effect of training upon the frequency of heart contractions.
STANDARDS FOR CLASS IX - GIRLS

Lifting legs to 90° whilst lying on a gymnastic bench (number) 8-7-6
Sit-ups (number) 9-8-7
Run 100m (secs.) 17.2-17.4-17.6
Run 2000m (mins.) 12.00-12.30-13.40
Push-ups from lying down (number) 10-9-8
High jump with a run up (m) 1.15-1.10-1.05
Long jump with a run up (m) 3.50-3.20-3.00
Cross-country run 2.5km (mins.) 17.00-19.00-22.00
Throw a grenade weighing 500gms (m) 17-14-11
Ski racing 3km (mins.) 22-23-25
Speed skating 500m (mins.) 1.20-1.40-2.00
Swimming without regard for time
Class IX - (Boys) - (15-16 years)

Theoretical Information

Physical culture and sport as a means of preparing young men for work and social activities. The importance of physical education in preparing young men for military service. Physical culture work with younger pupils. Soviet athletes in the campaign for peace and the brotherhood of nations.

Practical Work and Skills

Gymnastics - 16 lessons

Drill exercises: turning while marching in a circle; splitting up; have a knowledge of formation structure in movement.

General development exercises: with dumb-bells (6-8kg) and medicine balls (5kg).

Suspension from a beam: pull-ups on the beam; repeat bending knees and moving the legs forwards and backwards; various forms of suspension and returning to an initial position. Parallel bars: lift the body up by swinging forwards, backwards and forwards again to sit on the bars with legs apart; turn over forwards and again sit with the legs apart; swing back and jump down with a swinging back movement.

Acrobatics: long-turn somersault over an obstacle 80-90cm high; handstand with support; backward somersault to handstand with assistance.

Vaulting exercises: jump over a vaulting horse along its length - 115-120cm high.

Rope climbing: up two ropes without using the legs.
Elements of Wrestling - 10 lessons

Methods of safeguarding against injury; falling on one's side, turning from side to side; falling over an opponent on all fours; methods of wrestling from a prone position and from a standing position; wrestling practice.

Track and Field Athletics - 20 lessons

Run over 3-4 obstacles 60-80cm high; relay races in straight lines and on a curved track; repeated runs 3 x 500m.

High jumps with a run up of the pupil's own choice.
Long jumps with a run up of the pupil's own choice.
Shot put (5kg) from the spot. Throwing a grenade (700gms) at a horizontal target 2.5 x 2.5m at a distance of 20 metres.

Obstacle course: start from a lying down position, run 20m, run along a horizontal beam, cross a ditch 3m wide, run 20m, cross a fence 2m high consisting of two horizontal poles, crawl 15m, throw grenades 15m to a target 2.5 x 2.5m and run 20m.

Basketball - 16 lessons

Various attacking and defensive moves. Jump and catch a high ball with both hands and repeat after the ball has rebounded from the backboard. Passing the ball: with both hands from above the head; throwing the ball in a circular motion with one hand, with both hands and from above the head. Pass the ball as an opponent approaches the zone defence. Practice games.
Soccer - 16 lessons

    Various types of kicks with different parts of the foot. Heading the ball. Throw-ins. Tackling: various forms.

Handball - 16 lessons

    Passing and catching the ball in threes; crossing movements, figure of eight movements. Passing the ball and leaping to catch it. Throwing the ball evading an opponent. Defensive play, zone defence. Practice games.

Volleyball - 16 lessons

    Two-handed passes: in zones 5-3-4, 1-3-2, 6-2-3 facing the direction of the ball; in zones 6-3-2, 6-3-4 standing with one's back towards the net. Sending the ball over the net with a jump. Attack play from zones 4 and 2. Single block. Conditioned practice games.

Skiing - 16 lessons

    Travel using already learned methods of skiing.

Cross-Country Running - 16 lessons

    Group starts. Run over obstacles such as hollows, mounds and shrubbery. Run for 25 minutes with speed changes.

Skating - 16 lessons

    Change from one lane to another whilst running medium and long distances. Run for 3km.

Swimming - 14 lessons

    Swim on the side using a given style. Swim using legs only for 100m. Swim 200m. Tow a partner. Games and relay races in the water.
Practical Work and Skills for Independent Exercise

Choosing physical exercises for individual training to develop basic movement qualities. Refereeing games. Analysis of the dynamics of basic movement qualities.

Requirements of the pupils: understand the significance of physical culture as a preparation for social life, industrial work and military service; be able to carry out fitness exercises at home; conduct exercises with younger pupils; know the educational standards.

Interdisciplinary Connections

With "Physics" in class VIII - inertia, mass, centre of gravity, force, Newton's Law. With "Human Anatomy, Physiology and Hygiene" in class VIII - the pulse and blood circulation and the effect of training on the heart.
STANDARDS FOR CLASS IX - BOYS

Climbing a rope (3m) without using the legs (secs.) 8-10-15
Push-ups (number) 9-8-7
Pull-ups on a beam (number) 9-7-4
Leg lifts hanging from a beam (secs.) 10-8-6
Raising while hanging on a beam by a turn, or by strength (number) 4-3-2
Run 100m (secs.) 15.2-15.4-16.0
Long jump with a run up (m) 4.20-4.10-3.80
High jump with a run up (m) 1.25-1.20-1.15
Throw a grenade 700 gms 28-26-23
Shot put 5kg (m) 7-6-4
Cross-country run 3km without regard for time

Run 1km (mins.) 14-15-16
Speed skating 500m (mins) 1.30-1.37-1.41
Ski racing 5km (mins.) 28-32-37
Swimming 50m (secs.) 55-60-80
Class X (Girls) - 16-17 years

Theoretical Information

The decisions of the Party and government on the development of physical culture and sporting activities for all in our country. Basic principles of the Soviet system of physical education. The effect of life-style on one's health. Physical culture in the family. GTO Grade III "Strength and Courage". The contemporary Olympic movement.

Practical Work and Skills

Gymnastics - 16 lessons

Drill exercises : change from a single column to two or four abreast. General development exercises : for groups of muscles.

Suspension from a beam : rise from a seated position to standing on one leg. Balanced standing on the lower beam holding on to an upper beam. Squat on the left (right) leg holding the lower beam with a hand. Jump down swinging the right (left) leg.

Balance exercises on a beam : combination of exercises learned in previous classes.

Vaulting exercises : vaulting horse 110cm high - jump down in a squat position on bent knees.

Elements of artistic gymnastics : skip with a rope for 3 minutes at 145 skips per minute. Movements with a hoop or ribbon, turns, dance steps and jumps.

Elements of contemporary and folk dances.
Track and Field Athletics - 20 lessons

Running, starting from various positions. A run of up to eight minutes with varying speeds.
High jump with a full run up.
Long jump with a full run up.
Shot put (4kg). Throwing a grenade between lines 10m apart.

Basketball - 16 lessons

Catch the ball from a half jump. Make a low pass and pass from the side. Run and shoot into the basket. Tactics of attack and defence. Practising the game with opposition.

Handball - 16 lessons

Counter-attacking. Interaction of players in attack. Application of tactics learned so far. Practising the game with opponents.

Volleyball - 16 lessons

Pass the ball in zones 4-2-3 after receiving it. Spiking the opposition's attack while standing in a central position. Practising the game with opponents.

Skiing - 16 lessons

Ski quickly for 4 kilometres.

Skating - 16 lessons

Skate at a medium pace for 3 kilometres.

Cross-Country Running - 16 lessons

Maintain a steady pace and use one's energy evenly
over the whole distance. Run at a medium pace for 3 kilometres.

**Swimming - 14 lessons**

Swim using fully co-ordinated strokes on the side. Swim 3 x 25m using previously learned strokes. Swim 100m at speed. Give mouth to mouth resuscitation. Games and relay races in the water.

**Practical Work and Skills for Independent Exercise**

Conducting physical exercises with groups of Young Pioneers after school hours. Recognising external symptoms of fatigue in younger pupils during exercises.

Requirements of the pupils: know the principal decisions of the Party and government on the development of physical culture and sport in the country; be able to carry out exercises at home for general strength. Conduct exercises with younger pupils; know well the standards and requirements of the GTO grade 'Strength and Courage'.

**Interdisciplinary Connections**

With the "History" course of class VII - the history of the Olympic Games. With the "Social Science" course of class X - the ideas of V.I. Lenin on the harmonious development of the citizens of communist society. With the "Physics" course of class VIII - the movement of bodies under the effect of force.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Girls Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lifting legs to 90° whilst lying on a gymnastic bench (number)</td>
<td>9-8-7</td>
</tr>
<tr>
<td>Sit-ups (number)</td>
<td>10-8-6</td>
</tr>
<tr>
<td>Push-ups (number)</td>
<td>11-10-9</td>
</tr>
<tr>
<td>Run 100m (secs.)</td>
<td>17.0-17.2-17.4</td>
</tr>
<tr>
<td>Long jump with a run up (m)</td>
<td>3.60-3.40-3.10</td>
</tr>
<tr>
<td>High jump with a run up (m)</td>
<td>1.20-1.15-1.10</td>
</tr>
<tr>
<td>Throwing a grenade 500 gms(m)</td>
<td>20-17-13</td>
</tr>
<tr>
<td>Cross-country run 2.5km (mins.)</td>
<td>16.00-17.30-20.00</td>
</tr>
<tr>
<td>Ski racing 3km (mins.)</td>
<td>20-21-22</td>
</tr>
<tr>
<td>Run 2km (mins.)</td>
<td>11.00-12.00-14.00</td>
</tr>
<tr>
<td>Speed skating 500m (mins.)</td>
<td>1.15-1.20-1.40</td>
</tr>
<tr>
<td>Swimming 100m</td>
<td>without regard for time</td>
</tr>
</tbody>
</table>
Class X - (Boys) - (16-17 years)

Theoretical Information

The Decisions of the Party and government on the development of physical culture and sport in the USSR. Basic principles of the Soviet system of physical education. Methods of working with younger pupils in the various children's organisations and in groups outside school hours. Life-style and health. GTO Grade III 'Strength and Courage'. Safety techniques in carrying out physical exercises. Physical culture in the family.

Practical Work and Skills

Gymnastics - 16 lessons

Drill: change from a single column to two, three, four, eight abreast; disperse and reassemble.

General development exercises: with dumb-bells 8-10kg.

Suspension from beams: lift oneself up by the strength of the arms, lower at an angle to starting position; bend and straighten the arms on parallel bars whilst swinging forwards and back and sit with legs apart; shoulder stands; somersault forwards to a sitting position with legs apart; swing to the centre and land after a backward swing.

Vaulting exercises: over a vaulting horse 120-125cm high.

Acrobatics: combinations of previously learned exercises.

Rope climbing: with objects.

Elements of Wrestling - 10 lessons

Safety methods when falling on the back over a
partner standing on all fours. Methods of wrestling in a prone position with various grips on an opponent's neck, legs, trunk. Methods of wrestling in a standing position with a variety of grips. Practise wrestling.

Track and Field Athletics - 20 lessons

Running: from different starting positions; run with 3-4 vertical obstacles 50 to 90cm high; run at varying speeds for up to 10 minutes.

- High jumps with full run up.
- Long jumps with full run up.
- Put the shot (5kg) from a leap. Throw a grenade (700gms) at a distance between lines 10m wide.

Obstacle course: start from a prone position, run 30m, run over a horizontal beam, cross a ditch 3m wide, crawl 15m, throw a grenade (700gms) at a target 2m x 2m at a distance of 20m, run 20m, cross a fence 2m high of three poles and run 20m.

Basketball - 16 lessons

- Catching the ball from a half jump. Passing a ball low and from the side. Throwing the ball into the basket from a run. Tactics of attack and defence play. Practice games with opponents.

Soccer - 16 lessons

- Kicking and heading the ball using already learned methods. Stopping the ball with the chest. The role and play of the goalkeeper. Feinting. Zone and personal defence. Two-sided games.
Handball - 16 lessons


Volleyball - 16 lessons


Skiing - 16 lessons

Travel various distances and in different conditions. Choose the best speed to travel 8km.

Skating - 16 lessons

Maintain a steady pace for 4km.

Cross-Country Running - 16 lessons

Run with changing speeds. Maintain a steady pace over a 5km run.

Swimming - 14 lessons

Swim on the side with full co-ordination. Swim 3 x 50m using previously learned strokes. First-aid assistance for a drowning person. Games and relay races.

Practical Work and Skills for Independent Exercise

Conducting physical exercises with teenagers. Recognising states of fatigue in younger pupils and teenagers during exercise.

Requirements by the pupils: to know the major decisions of the Party and government on the development of physical
culture and sport in the USSR; be able to carry out exercises at home for improving one's physical condition, and carry out exercises with teenagers; know the standards of the GTO Grade 'Strength and Courage'.

**Interdisciplinary Connections**

With "History" in class VII - the history of the Olympic Games; with "Social Sciences" in class X - Lenin's ideas on the harmonious development of citizens of communist society; with "Physics" of class VIII - movement of a body under the effect of force; with "Human Anatomy, Physiology and Hygiene" in class VIII - P.F. Lesgaft - the founder of the native system of physical education, indices of normal physical development of the body; with "General Biology" in class X - metabolism.
<table>
<thead>
<tr>
<th>Exercise</th>
<th>Boys Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climbing a rope 3m without using the legs (secs.)</td>
<td>6-8-11</td>
</tr>
<tr>
<td>Push-ups (number)</td>
<td>10-9-8</td>
</tr>
<tr>
<td>Pull-ups on a beam (number)</td>
<td>10-9-7</td>
</tr>
<tr>
<td>Leg lifts hanging from a beam (secs.)</td>
<td>12-10-7</td>
</tr>
<tr>
<td>Lifts from a hang into a rest (number)</td>
<td>3-2-1</td>
</tr>
<tr>
<td>Run 100m (secs.)</td>
<td>15.0-15.2-15.4</td>
</tr>
<tr>
<td>Long jump with a run up (m)</td>
<td>4.40-4.20-4.00</td>
</tr>
<tr>
<td>High jump with a run up (m)</td>
<td>1.30-1.25-1.20</td>
</tr>
<tr>
<td>Run 3km (mins.)</td>
<td>13.30-14.00-15.00</td>
</tr>
<tr>
<td>Cross-country run 5km</td>
<td>without regard for time</td>
</tr>
<tr>
<td>Run 3km</td>
<td>without regard for time</td>
</tr>
<tr>
<td>Throw a grenade 700 gms (m)</td>
<td>30-28-26</td>
</tr>
<tr>
<td>Put the shot 5kg (m)</td>
<td>8-7-6</td>
</tr>
<tr>
<td>Speed skating 500m (mins.)</td>
<td>1.25-1.30-1.35</td>
</tr>
<tr>
<td>Ski racing 5km (mins.)</td>
<td>27-31-34</td>
</tr>
<tr>
<td>Swimming 50m (secs.)</td>
<td>53-55-60</td>
</tr>
</tbody>
</table>
APPENDIX G

EXAMPLES OF PHYSICAL CULTURE LESSONS OBSERVED IN SCHOOLS
(1981 to 1985)

1. Moscow School No. 112 - A City Centre School. 8 May 1985.

Sports Facilities: 3 gymnasium/sports halls
- indoor pool
- mini-soccer play area outdoors wooden floor and wire fence around
- playground with gymnastic apparatus outdoors
- 'multi-gym' outdoors
- 60 metres track with rubber sections surface
- 150 metres 'track' (path) around building
- 100 metres 'track' (road) in street in front of school

Lessons: Two lessons of physical culture each week and one of swimming for each pupil. Boys and girls separate for lessons of physical culture classes VII - X.

The school was used for experimental work by the Research Institute of Physiology of Children of the USSR Academy of Sciences, Moscow.

1. Class III: 12 girls and 10 boys Aged 9-10 years in a gymnasium/hall.

Introduction

A. The children ran into the hall and lined up in front of the teacher, a woman. The girls wore black leotard tops,
plimsolls and socks and the boys white vests, black shorts and plimsolls and socks. The teacher explained that the main theme of the lesson would be running in preparation for a test next lesson of 2000 metres (13 times around the school) without time limits. The pupils did not stand to attention and, whilst the teacher spoke, four of them tied their shoelaces.

B. Main Part

a) Walked around gym in a line on the toes.
b) Bent the knees and crouched whilst walking.
c) Walked.
d) Jogged in preparation for the test next lesson.
e) Jogged - hands on hips.
f) Straight leg steps - jogging pace.
g) Moved sideways using cross-over steps.
h) Walked medium pace.
i) Slow walk whilst doing arm exercises.
j) Jogged twice around the gym then sprinted its length.
k) Alternate jogging/walking.
l) Reacted to whistle. 1 blow = walk, 2 = run, 3 = turn, crouch down and put the hands flat on to the floor (trains attention and co-ordination).
m) All in a circle, the teacher within the circle edge - upon instructions from the teacher and, with the help of her demonstrations, exercises involving arm swinging, leg swinging, bending, leaning, squat thrusts, bending over and putting the hands on the ground then 'walking the hands forwards and back up to standing and leg lifts keeping the feet off the ground using stomach muscles
n) Knelt and sat to the left and right.
o) Stood and raised the heels several times.
p) High knee lifts on the spot.
q) Two-footed jumps - lifting both knees high,
r) **Game: still in the circles - copying the** teacher's movements. When a child made a mistake he/she was called into the middle and had to do 20 crouches whilst the others marched in the circles and did arm exercises - hands on to the shoulders and out to the sides.
s) Boys : exercised on wall-bar frames - 10 pull-ups with a partner's help, whilst girls : shuttle runs (one girl sat out of shuttle runs)

```
\[ \text{length of gym} \times 4 \]
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t) Boys : shuttle-runs as above. Girls : sit-ups on benches.
u) All performed sit-ups on benches with a partner holding the feet down.

C. **Homework Testing**

a) Press-ups.
b) With partners support, lowered themselves - one leg outstretched.
c) New task - walking with hands and drag feet.

D. **Concluding Part**

a) Walked around the gymnasium.
b) Upon a signal from the teacher, jumped across lines from standing, then crouching, then hopping.
c) All moved into one line then four lines.
d) Relay races - running.
e) Relaxed and did arm exercises in four lines.
f) Walked out to change.

2. **Class III ii - outdoors - 12 girls, 13 boys. 8 May 1985.**

The class had brought their tracksuits for an outdoor lesson as the temperature was below 15° Celsius. The previous class had not, and therefore worked indoors. Same woman teacher as previous lesson.

**Introduction**

A. Class lined up in the school yard and were told that the aim of the lesson was to improve their agility and endurance.

B. **Main Part**

a) Stood in four lines and performed arm and leg stretching exercises.

b) Jogged around the school on the 150 metre track - 11 times = 1650 metres.

c) Relaxed for several minutes.

d) 60 metre sprints.

e) The group then split up between four activities and worked for several minutes on each before changing to the next as directed by the teacher (see diagrams on following page)
1. Run around building once (150m)

2. Long jump

3. Bars for swinging and climbing

4. Walk along bar 20cm high

4. And crawl under tyres sunk in ground
C. Concluding Part

A short talk by the teacher to the pupils about the main differences between jogging and sprinting.

Class 6 10 girls and 7 boys (also two girls sitting out who had been certified unfit for the lesson by the school doctor). Lesson taken in gymnasium/sports hall.

Introduction

A. The children walked into the gymnasium with no set step. They lined up before the teacher – there was no pupil introduction. The teacher (a woman) told them that they would be jumping and running in this lesson to develop their endurance and agility. She told them that they had had a long break from physical culture classes due to the May Day celebrations, and that they must work to prepare for GTO running and jumping tests which would be taken later that month.

B. Main Part

a) Walked around the gymnasium, hands on the head.
b) Repeated with bending the knees – crouching.
c) Jogged twice around the gymnasium, on the third circuit ran along 4 benches, on the fourth jumped across/over the benches, on the fifth jumped on and off the benches (not all could do this), and on the sixth jumped two feet on and two astride the benches whilst moving along.
d) Walked doing arm exercises.
e) Walked in step.
f) Walked into four lines and performed some step turns (drill) upon the teacher's command.

g) Still in lines, went up on to the toes, lifted the arms out to the sides and then down.

h) Hands on waist, leaned forwards and rotated at waist to left and to right.

i) Sat down, hands on the ground behind, bent one knee and brought the foot to the body. Lifted each leg in turn.

j) Lying on back, sat up and leaned forwards to touch the toes.

C. Homework Testing

From lying on back, did sit-ups.

D. Continuation of the Main Part

Games

a) Four pupils in each corner of the gymnasium

Two children hopped to their opposite corners and when they arrived, the person they reached hopped back to the first corners. If anyone bumped another, they had to start again.

b) As above, but ran around the groups doing 3 lengths each.
c) Exercises - marched into line and told next activity. Sit-ups in pairs, back over bench. One held the feet of the other who did 30 sit-ups.

![Image of a person doing sit-ups]

d) Leaned over the bench on the stomach, hands behind the head and lifted the shoulders and head. Partner held the feet.

![Image of a person leaning over a bench]

E. Concluding Part

a) For relaxation and co-ordination: Set movements performed successively with the eyes closed (many of the children had their eyes open). Stood, turned, went down to the floor on the back and lay flat, brought the knees to the hands, lowered knees, stood, turned.

b) A running game in a circle.

c) Lined up, jogged gently twice round the gymnasium, lined up. Teacher awarded each pupil either a '4' or '5' mark (out of 5) and commented on the performances of some individuals. She advised them all that the next physical culture lesson would be outdoors (tracksuits if cold, and shorts if warm) and they would be tested for the GTO 2000 metres standard for which they would need endurance.
Observations: The pupils were lively and frequently noisy. The teacher clearly found the class a little difficult to handle and was very 'businesslike' in her approach without relaxing. The children worked hard and a great deal of activity was achieved - all of it teacher-directed. Not all were able to perform every movement correctly, however, with few exceptions, they worked hard. There were few pauses of great length and activities were changed frequently.

Brest School No. 2 - School on the Outskirts of the City
5 May 1985.

Class VI Age 12/13 years. 16 girls and 11 boys.
(No-one sitting out).
Lesson taken in the gymnasium by a woman teacher.

Introduction

A. The pupils marched in step (almost stamping) and very smartly travelled twice around the gymnasium to music from a gramophone. They then lined up, and the pupil on duty introduced them to the teacher whilst the class stood to attention. The teacher outlined the aims of the lesson:-

1) to develop speed qualities from different starting positions
2) to revise ball-throwing from different positions
3) to develop their strength and endurance

B. Main Part

a) Jogged around the gymnasium, lifting the knees to touch outstretched hands (rapid whistles to indicate timing).
b) Jogged with hands behind the back.
c) Walked with arms extended above head.
d) Stopped in a large circle, stood, leaned over and touched one foot and then the other.
e) Stood, swinging the arms and turning at the waist.
f) Jogged in line.
g) Marched to be alongside 4 benches in a row, end to end and sat astride. Hands behind head, turned to left then to right.
h) Arms outstretched and moved them like an aeroplane.
i) Sat on floor, back to the bench, with hands on the bench behind the back and pushed up to straighten the body.
j) Sat on bench, feet on the floor, legs stretched out then leaned to touch the feet. Kept legs straight.
k) Quick steps on and off the bench.
l) In a line, jumped 2-footed across the benches, then ran back on the floor.
m) Repeated, but with 2 feet on and then both astride the benches.

n) Lined up in 4 rows facing teacher, marched into rows (drill) and performed exercises copying the teacher.
o) In preparation for 60 metre sprints for GTO, there were relay races. The teams in the rows as above.
   i) from standing start
   ii) sitting, back to direction of running
   iii) from prone position
p) Marched from rows into one line, moved around gymnasium to pick a tennis ball from a box.
q) Stood behind a line on the floor. The teacher demonstrated a throwing action aiming a ball at the wall. Half the class stepped forward, and had four throws each, then the other half took their turns. The teacher helped individuals.

r) The class marched into two rows at one end of the gymnasium and took turns to throw to the end wall.

s) The children moved into one line, marched around the gymnasium to put the balls away, and then moved into three teams for more relay races:
   i) passed a small medicine ball between two
   ii) travelled with a ball balanced on the legs
   iii) ran with a ball held between the knees
   iv) jumping
   v) 'wheelbarrows' repeated with first pupil 'barrow' then 'carrier'

 t) Pupils marched into one line and marched to music.

 u) **Hometasks** - teacher gave new task - 'Cossack' style dance steps from a crouched position.

 v) Marched out to music.
School No. 112 Moscow

Class X Boys 8 working, 2 standing out, 2 ill at home. Ages 16-17 years. Male teacher with soccer coach to assist.

Introduction

A. (Location: soccer area with wooden surface approximately 30 x 15 metres).

a) Marched in, lined up and received an explanation by the teacher of the work that would be covered in the lesson: -
   testing of GTO 100 metre standards and then a game of soccer.

b) Running and jumping exercises for 15 minutes.

B. Main Part (Location: street in front of school)

a) 100 metre sprinting, two pupils at a time, the teacher and soccer trainer timed the sprints, and one of the pupils who was not participating recorded the times. The sprints took place when the street was free of traffic.

b) The class returned to the sports area at the back of the school building and commenced work individually on an outdoor 'multi-gym'. Each knew the exercises and the load he was to perform.

c) Five-a-side game of soccer on the soccer area. The teacher and trainer joined in and coached the game a little.

C. Concluding Part

The group jogged three times around the soccer area to relax, and then went in to change.
Examples of Lessons Observed in September 1981 (when the earlier physical education programme was in use)

School No. 228, Leningrad - a school in the suburbs of the city with provision for prolonged-day groups in the afternoons. The school specialised in ice/speed skating and employed a coach to teach groups in the sport as an extracurricular activity.

Sports Facilities: one gymnasium/sports hall yard with 'tarmacadam' surface asphalt running track with soccer pitch in the centre with neither grass nor posts

Class II: Two classes of children together because of bad weather which prevented one class working outdoors - 60 children aged 8-9 years. All wore white sports shirts, blue tracksuit trousers and plimsolls. Male teacher.

Introduction

A. The pupils walked into and around the gymnasium in single file. After two circuits, they were instructed to march, step, stride and walk on their toes.

B. Main Part

a) The children formed six lines and assembled at one end of the gymnasium, six abreast and ten deep.

b) To the accompaniment of the teacher banging a stick on the wall to teach correct timing, six pupils at a time first walked, then strode and jumped to the other end of the room.

c) Games: relay races in teams as above, carrying a tennis
ball to the end of the gymnasium, touched the end wall and ran back to give the ball to the next runner.

d) Ball throwing: using the side wall, and in the same groups as before, threw a tennis ball against the wall—six pupils at a time. The teacher demonstrated the overarm throw and helped individuals.

e) Ball game: six teams were formed—10 per side and a simple form of handball was played where pupils could catch and throw a soccer-sized ball and run with it for a few steps. To score goals, they had to throw the ball into handball goals. There was time only for four teams to play.

C. Concluding Part

The class lined up along a side wall, and after a few words of praise and instructions from the teacher about changing quietly, they turned and marched out.

Class X Girls 11 girls, 1 unfit who watched the lesson.
Ages 16-17 years.

The girls wore white sports shirts and royal blue tight track suit trousers. A woman teacher taught the lesson.
15 September 1981.

Introduction

A. The girls entered the gymnasium/sports hall and lined up along a side wall. They came in led by the shortest, and with the tallest last.

a) Upon the teachers instructions, they stood to attention facing forwards, then turned their heads to the left then forwards again.
b) They turned to face the right, using military style stepping, and then jogged four times around the room in line.
c) Slow walk around the room.

B. Main Part

a) In line, facing the wall-bars, the girls bent at the hips, holding a bar at hip height, at arms length and bent down.
b) They then held on to a high wall-bar which they could just reach at full stretch facing the bar and did some pull-ups.
c) With their backs to the wall bars the girls hung by their hands from a high bar and did leg lifts.
d) Hands and feet on the bars, backs to bars and pushed their stomachs outwards.
e) Sitting on a bench about one metre from the wall-bars and, facing them, put the feet under a bar and leaned back and then pulled the upper body back up.
f) In line, stood upright and swung the arms forwards whilst bending the knees. Returned to standing.
g) Handball: no team identification was used, nor were there any specific practices. One short game was played, the teacher refereed. A girl, whose throwing was weak, was put in goal. The others played with skill and enthusiasm. There were no change of goalkeepers.

C. Concluding Part

a) Each girl collected a plastic skipping-rope and in a circle they performed slow and fast skipping, and also
skipping whilst kicking the feet forwards.

b) Slow walking around the gymnasium, hands on hips, also walking on the toes and on the heels.

c) Lined up, backs to wall bars, eyes left on command, then forwards. Step turned to the right and marched out.

School No. 185, Leningrad. The school was situated on the edge of the city in an urban area and specialised in English. 14 April 1983.

The lesson described below was given as a demonstration lesson to six students from the Pedagogical Faculty of the Lesgaft Institute of Physical Culture, by the school's male physical culture teacher. The students then took turns to teach lessons.

Sports Facilities: one gymnasium yard outdoors classes go out of school for swimming lessons

Lessons: Two lessons of physical culture each week. Classes I - VIII taken by either the male or the female teacher. Classes IX - X are taught by both, the woman taught the girls and the man the boys. They usually had one lesson together and one apart each week.

Class VI 10 boys and 7 girls with 9 girls who sat out - excused. Ages 12-13 years.

Introduction

A. Class marched in to gymnasium and lined up before the teacher.
a) The 'monitor' announced the class to the teacher who responded by saying 'Good morning, class VII'.

b) The class stood to attention, turned heads to left, step turned to the right then travelled anti-clockwise around the room -
   i) walked
   ii) on the toes
   iii) walked with arms swinging backwards and forwards

B. Main Part

a) Moved quickly into four lines:
   arm exercises - one arm forwards then back
   - repeated with other arm
   - with both arms

   Every now and again the teacher clapped his hands lightly, and half the children ran to one end of the gym and returned to their places, the others ran to the other end and returned to their exercises.

b) In two lines, facing the wall, the children went through the action of ball throwing without balls. The teacher demonstrated and explained the action and helped the whole class and individuals.

c) With a ball each, all threw on command at the wall above the wall-bars, collected their ball and returned to the starting place.

d) Put the balls away, and did some stretching, bending and jumping exercises.

C. Concluding Part

a) Returned to line facing teacher.

b) Took own pulses - teacher told them when to start and
finish. He asked for their pulse-rates, but did not record them.
c) Class was sent out to get changed.

One of 48 such schools in the USSR.

Sports Facilities: 1 gymnasium
4 smaller rooms for remedial physical education lessons
yard outdoors
all go to swimming pool in the city

Lessons: Two lessons of 'adapted' physical culture, two of swimming and two of curative physical education each week for every child.

Observed Lessons of Adapted Physical Culture

Class III. 17 girls, 4 boys, also 3 girls and 1 boy sat out due to illness. Ages 9-10 years. The teacher, a woman, trained as a specialist teacher of physical culture who received advice from the school's doctors. She was a graduate of the Minsk Institute of Physical Culture, the Brest Pedagogical Institute and a medical institute. She was also a 1st Ranked Gymnast and Athlete.

Introduction
a) Marched in and introduction of class to teacher, and teacher to class.
b) Walked round, arm exercises, jogging.
Main Part

a) Collected a small ball each whilst marching around room.
b) Marched into two circles and with ball in right hand down at the side, stood to attention.
c) With the ball in both hands, lifted the hands to the chest then rose up on to the toes and extended the arms above the head.
d) Reached the hands out to the front, then crouched down and touched the ground with the ball.
e) With the feet apart, bounced the ball on the ground three times in unison with the others in the class.
f) Repeated using alternate hands.
g) One large plastic inflated ball per circle, passed the ball around.
h) Moved to make one circle, passed both balls around the circle.
i) Form two lines. Relay race - bounced ball around skittle.
j) Stood and relaxed - stretched the arms up and held a good posture. Teacher asked 'whose team is standing best?'.
k) Relay race : in lines as above. The first pupil had four tennis balls in a bag. He/she set them out in a line - the next pupil picked them up.
l) The children formed one circle, the teacher stood in the centre with a ball on the end of a rope. She swung the rope and ball round. Any child who was
hit sat out. In the second round, the children moved in and had to jump to avoid the ball.

m) The children formed two lines, and skittles were arranged in lines ahead of them. One pupil from each team stood at the end to 'field' the ball. Each took a turn to try to knock down one or more skittles.

<table>
<thead>
<tr>
<th>Pupils</th>
<th>Skittles</th>
<th>Fielders</th>
</tr>
</thead>
<tbody>
<tr>
<td>x x x x x</td>
<td>. . . . .</td>
<td>x</td>
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<tr>
<td>x x x x x</td>
<td>. . . . .</td>
<td>x</td>
</tr>
</tbody>
</table>

n) Basketball shooting practice.

Concluding Part

a) Elements of rhythmic gymnastics. Step, clap and turn to teachers voice and music.
b) Marched round and out.

Curative Lessons of Physical Education

Each pupil had a curative lesson of physical education six times each week. Individual loadings were involved.

Class VIII - 7 girls, 2 boys. Aged 14-15 years.

Woman teacher - graduate of The Curative Physical Education Department of the Minsk Institute of Physical Culture.

Lessons: Taken in a medium-sized, specially equipped room.

Aims: Movement to maintain the curative element of the treatment. In the initial stages of the lesson, some of the pupils were in another room receiving massage treatment. This is given for 20 days and then a month's break, then a further 20 days massage.
Introduction

A. Elements of rhythmic gymnastics to music.

B. Main Part

a) Each pupil took his/her own equipment out of a cupboard - weights, ball, sticks.

b) Class activity - each put out his/her own sheet on the floor and did exercises with sticks, e.g. i) lie on front with elbows back and the stick across the back and under the elbows - lift the legs and head

ii) lie on one side, lower leg bent, and lift the upper leg. Repeat on the other side

iii) Lie on the back and pass the stick under one knee and from hand to hand. Repeat under the other knee.

The teacher helped individuals and adjusted their positions where necessary.

c) Individual exercises - each pupil did his or her own set of exercises which had been prescribed according to the position and extent of the individual's scoliosis. They changed to another exercise after 5 minutes. For example, lying across a bench on the back, holding a weight (dumb-bell) in each hand, lifted the upper part of the body.

d) Exercises in walking (posture) - class activity

The class stood in line and, one at a time, held a ball above the head, walked forwards along the bench, then back along the floor to the line. A mirror at the end was used to check posture. This
was repeated walking backwards.

C. Concluding Part

a) Everyone sat down and took their pulse count which the teacher recorded.

b) Each pupil was given a mark for performance in the lesson of either 4 or 5, and comments were made to some individuals. They then walked out in line.
APPENDIX H

PROGRAMME OF PHYSICAL EDUCATION FOR PUPILS OF CLASSES I-XI (1985)

Details taken from Kompleksnaya programma fizicheskovo vospitaniya uchashchikhsya I-XI klassov obshcheobrazovateln'oi shkoly, (Moscow, 1985)

Produced by the USSR Ministry of Education and the USSR Academy of Pedagogical Sciences.

Explanatory Notes

Socialist society is deeply interested in preparing young people to be physically well-prepared, cheerful, healthy and prepared for work and defence of the Motherland. This is in accordance with the Reforms of general and professional schools which said "It is necessary to organise daily activities for all pupils including physical culture lessons, in extracurricular time and in sports sections to achieve the necessary conditions".

Pupils' physical perfection is a necessary part of their all-round development as Soviet people.

The present physical education programme comprises all forms of physical culture and is based on the All-Union physical culture programme Ready for Labour and Defence of the USSR (GTO).

A sound physical culture health regime should be established along with a moral upbringing and a preparation for work and a profession.

Part One of the programme deals with physical culture - health measures during the school day: gymnastics before lessons,
Physical culture minutes during lessons, extended breaks and a daily sports hour in prolonged-day schools.

**Part Two** deals with material for lessons of physical culture.

Physical culture lessons are the main form of physical education. They aim to develop children's health, their motor-skills, strength, emotions, correct work attitudes and the ability to exercise independently and should prepare them for service in the armed forces.

Safety, health and hygiene should always be considered with children wearing clothing appropriate to the temperature and activity. Tests should be carried out to assess pupils' progress and standards are given for each class.

Special medical groups should be organised for children with health problems in accordance with USSR Ministry of Education and USSR Ministry of Health regulations.
**ORGANISATION OF MATERIAL IN PHYSICAL CULTURE LESSONS** (each 45 minutes)

<table>
<thead>
<tr>
<th>Classes</th>
<th>1</th>
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<th>8</th>
<th>9</th>
<th>10</th>
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<tbody>
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<td>Theory</td>
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<td>16</td>
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<tr>
<td>Gymnastics</td>
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<td>Athletics</td>
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<td>Active games</td>
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<tr>
<td>Team sports (volleyball, basketball, soccer and handball)</td>
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<td>16</td>
<td>16</td>
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<tr>
<td>Skiing or cross-country running or skating</td>
<td>2</td>
<td>16</td>
<td>16</td>
<td>16</td>
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<td>16</td>
<td>16</td>
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<tr>
<td>Swimming</td>
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<tr>
<td>Wrestling</td>
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<tr>
<td>Totals</td>
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<td>68</td>
<td>72</td>
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</tbody>
</table>

**Notes:**
1. For classes V - VII, the teacher selects two sports, and for classes VIII - XI one sport.
2. Cross-country running and skating replace skiing in snowless regions.
3. Class IV have 24 swimming lessons and the older classes have 1/4 taken from other activities.
4. Where schools have suitable facilities classes VIII - IX should have 10 sessions of wrestling taken from other activities.
Part Three of the programme concerns extracurricular physical education: physical culture circles, sports sections, applied military sports sections, general physical training groups and GTO groups, as well as elementary training groups organised by sports schools. Pupils from senior classes act as leaders and are helped and supported by parents and teachers.

Part Four concerns mass physical culture and sports measures: monthly days of health and sport, competitions outside school, 'tourist' trips and meetings and physical culture festivals, all designed to suit each age group.

The activities are all based on the GTO programme and are conducted in accordance with regulations set out by the USSR Ministry of Education and the USSR Sports Committee.

All the activities included in the physical education programme are designed to give pupils optimum amounts of motor activity in accordance with their ages.

Part One

Physical Culture - Health Measures in the School Day

Classes I - IV

Gymnastics before lessons  Sets of 4-5 general development exercises

Physical culture minutes during lessons  Sets of 2-3 exercises

Active games and physical exercises in extended breaks

Active games; exercises with balls and ropes; climbing and crawling; elements of dancing; skiing, sledging, skating
and riding a scooter.

**Daily physical culture work in prolonged-day schools**

General development exercises with balls, ropes, gymnastic sticks; running and jumping; throwing; a mixture of hanging and resting. Skiing, skating, sledging, cycling and riding on a scooter.

Active games with elements of rhythmic gymnastics.

Conducting work at home.

**Classes V - VIII**

**Gymnastics before lessons** Sets of 5-6 general development exercises

**Physical culture minutes during lessons** Sets of 3-4 exercises

**Physical exercises and active games in extended breaks**

Active games, exercises with balls; skipping; climbing; balance; exercises with dumb-bells (boys); elements of rhythmic gymnastics and team games; dances. Skiing, sledging, skating, riding scooters and cycling.

**Daily physical culture work in prolonged-day schools**

General development exercises with dumb-bells (boys), with hoops (girls). Hanging and resting. Medium pace and quick running, long jump and high jumps with a run up, throwing and relays. Active and team games. Rhythmic gymnastics. Skiing, skating. Undertaking work at home.

**Classes IX - XI**

**Gymnastics before lessons** Sets of 6-8 general development exercises
Physical exercises and active games in extended breaks

Exercises for boys: with dumb-bells, expanders and weights.
Exercises for girls: with hoops, ropes and scarves.
Elements of team sports, rhythmic gymnastics.

Part Two

Physical Culture lessons

Only lessons for classes I, V and XI will be described.

Class I (6-7 year olds)

Knowledge

Correct behaviour in the sports hall and on the sports ground. Information about the regime of the day and about personal hygiene. The importance of physical exercises for people's health.

Skills, Habits and Developing Quality of Movement

Gymnastics (28 lessons)

Drill exercises - basic standing; forming into a single line, into rows and into a circle, into lines of 2 or 3; turn on the spot; break away from the lines at the sign of a raised hand; teams: "Right!", "Left!", "March on the spot!", "March on!", "Class, stop!".

General development exercises - with objects. Exercises for carriage.

Walking in a circle, in a row and over obstacles; on tip-toes, on the heels; crouching.

Running one kilometre.

Jumping On one and on two feet on the spot, with movement
forwards, a standing broad jump, high and long jumps with a run up, high jump over 30cm.

**Catching and throwing balls.**

**Throwing** at a distance and at a target with a small ball.  
**Climbing** wall-bars, over benches, crawling under a beam and over a vaulting horse.

**Dance exercises** - steps with jumps and gallops.  
**Acrobatic exercises** - grouping, rolling in groups.  
**Balance exercises** - on the spot; walking along gymnastic benches with turns and squats; on an inclined bench; along a beam.

**Developing movement qualities** - co-ordination, flexibility and speed.

**Skiing Training** (16 lessons)

Stepping and sliding without sticks. Turning on the spot.  
Walk uphill and ski down in an upright stance.

**Developing movement qualities** - dexterity, speed and strength.

**Requirements for Pupils**

To know: how to apply in practice what they have learned in lessons, and be able to do homework and work independently.

---

**Class V (10-11 year olds)**

**Knowledge**  
Rules of hygiene when exercising. How to do gymnastics before lessons and physical culture minutes correctly.  
Skills, habits and developing movement quality.

**Gymnastics (16 lessons)**

*Drill exercises* - line up singly and in lines.

*Sets of morning hygienic gymnastics* - with and without objects.

*Climbing* - along a rope in two stages.

*Lifting and carrying loads* - gymnastic equipment.

*Hanging and supporting* - mixed types; pulling oneself up from a hanging position.

*Balance exercises* - walking along a log; turning on tip-toes, squatting; jump down.

*Acrobatics* - forward and backward rolls; shoulder stands, hands on hips; supported jumps - (height 80-100cm) - jump down with support.

*Rhythmic gymnastics* - Developing movement qualities - co-ordination, strength, speed and flexibility.

**Track and Field Athletics (20 lessons)**

*Sprint starts. Run for up to 2.5km. High jumps using 'Scissors'and long jumps. Throw a small ball to a distance from behind the shoulder.*

*Developing movement qualities* - speed, stamina, strength, flexibility.

**Swimming (14 lessons)**


*Developing movement qualities* - co-ordination, stamina.
Active Games and Elements of Team Sports (16 lessons)

Active Games

Team sports - elements of basketball, soccer, handball, volleyball.

Developing movement qualities in team sports co-ordination.

Skiing Training (16 lessons)

Alternate steps and with simultaneous ski movement (sliding).
Sidestepping uphill. Stopping 'snow-plough'. Turn by overstepping. Ski for 2.5km.

Developing movement quality - endurance.

Cross-country Running (16 lessons)

Walking and running over rugged country terrain. Run uphill and downhill. Alternately, walk and run. Route march.
Run cross-country for 2.5km.

Developing movement quality - endurance.

Skating Training (16 lessons)

Push away and slide on both skates. Slide on one skate.
Turn on both skates together and lean on one skate.
Stop, using 'snow-plough'. Run for 0.5km.

Developing movement quality - endurance.

Requirement for Pupils

To know: how to do homework and undertake the exercises independently that they learnt in physical culture lessons.
# Class V (10-11 Year Olds) Standards

<table>
<thead>
<tr>
<th>Exercises</th>
<th>Boys</th>
<th></th>
<th>Girls</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Run 60m (secs.)</td>
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<td>11.2</td>
<td>10.4</td>
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<td>10.8</td>
<td>11.4</td>
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<tr>
<td>2. Run 2000m</td>
<td>no time limit</td>
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<tr>
<td>3. Long jump (cm)</td>
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<td>300</td>
<td>260</td>
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<td></td>
<td>260</td>
<td>220</td>
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<td>4. or high jump (cm)</td>
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<td>85</td>
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<td>95</td>
<td>80</td>
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<tr>
<td>5. Throw a ball 150g (m)</td>
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<td>21</td>
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<td>17</td>
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<tr>
<td>6. Pull-ups (times)</td>
<td>6</td>
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<td>7. Push-ups (times)</td>
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<td>8</td>
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<tr>
<td>8. Ski 1km (mins, secs.)</td>
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<td>7.00</td>
<td>7.40</td>
<td>7.00</td>
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<td>7.30</td>
<td>8.10</td>
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<tr>
<td>9. or 2km ski</td>
<td>no time limit</td>
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<tr>
<td>10. Cross-country run 1500m</td>
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<tr>
<td>in snowless regions</td>
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<td>(mins, secs.)</td>
<td>8.50</td>
<td>9.30</td>
<td>10.00</td>
<td>9.00</td>
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<td>9.40</td>
<td>10.30</td>
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<tr>
<td>11. Swim without time limits (m)</td>
<td>50</td>
<td>25</td>
<td>12</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>25</td>
<td>12</td>
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</tbody>
</table>
Class XI (16-17 year olds) - Girls

Knowledge

The role of the Party and government in the development of mass physical culture and sport. The main principles of the Soviet system of physical education. The influence of one's way of life on staying healthy. Physical culture in the family. Tiredness and overworking, their signs and measures to prevent them. Training loads and controlling them by taking one's pulse.

Skills, habits and developing movement quality.

Gymnastics (16 lessons)

Drill - Forming into one row, two, four and eight.

Hanging and support - Balance on lower bars; support oneself, pulling up with one swing.

Balance (logs) - combinations of already learned elements.

Acrobatics - combinations of already learned elements.

Supported jumps - for example, over a gymnastic horse 110cm high.

Elements of artistic gymnastics - combinations of earlier work including dance steps, jumps and work with ropes, hoops and ribbons.

Rhythmic gymnastics

Developing movement qualities - co-ordination, flexibility, strength and speed.

Track and Field Athletics (20 lessons)

Finishes for different running races. Run 4km. Long and high jump to maximum distances possible. Shot put (4kg). Throw a 500g grenade as far as possible between two lines 10m apart.
<table>
<thead>
<tr>
<th>Exercises</th>
<th>5</th>
<th>4</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Run 100m (secs.)</td>
<td>16.0</td>
<td>16.5</td>
<td>17.0</td>
</tr>
<tr>
<td>2. Run 2000m (mins, secs.)</td>
<td>10.00</td>
<td>11.30</td>
<td>12.20</td>
</tr>
<tr>
<td>3. or 3000m run</td>
<td>no time limit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Long jump (cm)</td>
<td>380</td>
<td>340</td>
<td>310</td>
</tr>
<tr>
<td>5. or high jump (cm)</td>
<td>120</td>
<td>115</td>
<td>105</td>
</tr>
<tr>
<td>6. Throwing a grenade 500g (m)</td>
<td>23</td>
<td>18</td>
<td>12</td>
</tr>
<tr>
<td>7. Sit-ups (times)</td>
<td>25</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>8. Ski 3km (mins, secs.)</td>
<td>18.30</td>
<td>19.00</td>
<td>20.00</td>
</tr>
<tr>
<td>9. or 5km ski</td>
<td>no time limit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Cross-country run in snowless</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>regions 2000m (mins, secs.)</td>
<td>9.30</td>
<td>11.00</td>
<td>12.00</td>
</tr>
<tr>
<td>11. Swimming</td>
<td>50m</td>
<td>50m</td>
<td>25m</td>
</tr>
<tr>
<td></td>
<td>1.00</td>
<td>no time limit</td>
<td></td>
</tr>
</tbody>
</table>
Developing movement qualities - speed and strength.

**Team Sports** (16 lessons)
Elements of basketball, handball and volleyball including full games.

Developing movement qualities - in team sports - dexterity, speed, endurance and strength.

**Skiing Training** (16 lessons)
Ski 5km - to develop endurance.

**Skating Training** (16 lessons)
Skate quickly 2km - to develop endurance.

**Cross-country Running** (16 lessons)
Run for 4km - to develop endurance.

**Swimming** (14 lessons)
Using the different strokes - to develop co-ordination and endurance.

**Requirements for Pupils**
To know how to conduct work at home and independent exercises. Know the standards of the GTO programme.

**Class XI (16-17 year olds) - Boys**

**Knowledge**
As for Class XI girls.

**Skills, habits and developing movement quality.**

**Gymnastics** (16 hours)

**Drill exercises**
Hanging and support

Supported jumps

Acrobatics - combinations of elements learned earlier.

Developing movement qualities - co-ordination, flexibility, strength, speed.

Elements of Wrestling (10 lessons)

Developing movement qualities - strength, co-ordination, dexterity, speed.

Track and Field Athletics (20 lessons)

Finishes for different length races. Shuttle-runs 10 x 10m. Run 5.5km. High jump, long jump. Shot put (5kg). Throw a 700g hand-grenade as far as possible between two lines 10m apart.

Develop movement qualities - speed, endurance, strength.

Team Sports (16 lessons)

Elements of basketball, volleyball, soccer, handball.

Developing movement qualities in team sports - dexterity, speed and endurance.

Skiing Training (16 lessons)

Travel up to 10km over different terrain and snow conditions.

Developing movement quality - endurance.

Skating Training (16 lessons)

Skate quickly for 4km.

Developing movement quality - endurance.
## CLASS XI (16-17 YEAR OLDS) - BOYS

### STANDARDS

<table>
<thead>
<tr>
<th>Exercises</th>
<th>5</th>
<th>4</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Run 100m (secs.)</td>
<td>14.2</td>
<td>14.5</td>
<td>15.0</td>
</tr>
<tr>
<td>2. Run 3000m (mins, secs.)</td>
<td>13.00</td>
<td>14.00</td>
<td>15.30</td>
</tr>
<tr>
<td>3. or 5000m run</td>
<td>no time limit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Long jump (cm)</td>
<td>460</td>
<td>420</td>
<td>370</td>
</tr>
<tr>
<td>5. or high jump (cm)</td>
<td>140</td>
<td>135</td>
<td>120</td>
</tr>
<tr>
<td>6. Throw a hand-grenade 700g (m)</td>
<td>38</td>
<td>32</td>
<td>26</td>
</tr>
<tr>
<td>7. Lift and swing over a beam (times)</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>8. or pull-ups</td>
<td>12</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>9. Leg lifts whilst hanging from a beam (times)</td>
<td>12</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>10. Hold the legs up at right angles to the body whilst hanging from a beam (secs.)</td>
<td>5</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>11. Ski 5km (mins, secs.)</td>
<td>25.00</td>
<td>27.00</td>
<td>29.00</td>
</tr>
<tr>
<td>12. or ski 10km</td>
<td>no time limit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Cross-country run in snowless regions 3000m (mins, secs.)</td>
<td>12.30</td>
<td>13.30</td>
<td>14.30</td>
</tr>
<tr>
<td>14. Swim</td>
<td>50m</td>
<td>50m</td>
<td>25m</td>
</tr>
<tr>
<td></td>
<td>0.41</td>
<td>no time limit</td>
<td></td>
</tr>
</tbody>
</table>
Swimming (14 lessons)

Swim using the previously learned strokes. Perform lifesaving techniques.

Developing movement qualities - endurance and co-ordination.

Requirements for Pupils

To know how to conduct work at home and be able to exercise independently. Know the standards of the GTO programme.

Physical Training for Specific Professions (for youths and girls of classes X - XI)

Exercises are given which apply to specific professions, and may be chosen by pupils to prepare them both psychologically and physically. The emphasis is on their fitness and stamina. The following are examples given in the programme:-


2. Fitters - exercises with heavy weights; moving on narrow, rocking supports and on wall-bars; climbing vertical and inclined ropes, ladders and poles; acrobatics.

3. Assembly line workers - short and middle distance running, ski runs; exercises with heavy weights, jumping, team games.

4. Textile industry workers - rhythmic and 'formal' gymnastics; team sports, middle and long distance running, ski runs; swimming.
5. Workers in electronics, watchmaking, food and other light industries - exercises with apparatus for co-ordination and precision of movement; climbing vertical and inclined ropes, poles, ladders and wall-bars; medium and long distance running.

Part Three

Extracurricular Physical Culture and Sport

These will only be listed as they have already been described in the text.

Classes I - IV
General Physical Training Groups
General exercises, GTO work and rhythmic gymnastics.

Physical Culture Circles (clubs)
Including: gymnastics, swimming, table-tennis, skating and badminton.

Classes V - VI
General Physical Training Groups and GTO Groups

Sports Sections (clubs)
General physical training to develop movement qualities and involving a variety of sports including: gymnastics, badminton, basketball, volleyball, soccer, handball, table-tennis, ice hockey, track and field athletics, ski racing, skating, 'tourist' activities.
Classes VII - VIII
As for classes V - VI, but more detailed work.

Classes IX - XI
As above, but adding wrestling for youths and Military-applied training.

Part Four

Mass Physical Culture and Sports Work

Class I
Active games. Elements of competition. Skating, skiing, sledging, cycling, walks and ski trips.

Classes II - VII
Competitions of 'Hopeful Starts' and GTO exercises. Active games. Hikes and ski trips. Skating, skiing, sledging and cycling.

Classes VIII - XI
'Hopeful Starts' competitions and GTO exercises. Team sports. Hikes and skiing trips and gatherings.

Competitions, 'Tourist' Trips and Gatherings Outside School Area and regional heats of 'Hopeful Starts', "Zarnitsa" (Summer Lightning), "Orlyonok" (Eaglets) and GTO competitions. Category B gymnastics work.
APPENDIX I

EXAMPLES OF EXERCISES RECOMMENDED BY THE DEPARTMENT OF PHYSICAL EDUCATION OF THE USSR MINISTRY OF EDUCATION, FOR TEACHERS CONDUCTING GYMNASICS BEFORE LESSONS


Classes I - III

Set 1

1. Walking on the spot with wide, easy movements of the legs.

2. Starting position (s.p.) - standing like an orthodox boxer (left arm forwards, hands made into fists).
   For four counts, in turn bend and extend the arms.

3. s.p. - basic standing. 1 - hands to the shoulders, the right foot out to the side on the toes, lean the trunk to the right; 2 - s.p.; 3-4 - repeat with the other leg.

4. s.p. - hands on the waist. 1 - lean forwards, arms out at the sides; 2 - s.p.; 3 - lean back, arms out at the sides; 4 - s.p.

5. s.p. - basic standing. 1 - squat, arms forwards; 2 - s.p.; 3-4 - repeat.

6. s.p. - arms out at the sides. 1 - jump, feet apart; 2 - s.p.; 3-4 - repeat.

Set 2

1. Walk on the spot with movements of the arms upwards, out to the sides, to the shoulders, to the chest and so on.
2. s.p. - basic standing. 1-2 - rise up on to the toes, arms upwards, stretch; 3-4 - s.p.

3. s.p. - hands on the waist. 1 - turn the trunk to the right, arms out to the sides; 2 - s.p.; 3-4 - repeat to the other side.

4. s.p. - hands on the waist. 1 - squat or half squat, arms out to the sides; 2 - s.p.; 3 - squat, arms upwards; 4 - s.p.

5. s.p. - hands on the waist. 1 - lean to the right, to the right side on the toes, left arm upwards; 2 - s.p.; 3-4 - repeat to the other side.

6. s.p. - hands on the waist, jumps on the spot. 1 - feet apart; 2 - s.p.; 3 - right foot forwards, left foot back; 4 - s.p.; 5-8 - repeat, left foot forward.

Set 3

1. Walking on the spot with high leg lifts.

2. s.p. - basic standing. 1 - hands on the waist; 2 - hands to the shoulders; 3 - arms up, stretch; 4 - s.p.

3. s.p. - hands behind the head. 1-2 turn the trunk to the right; 3-4 - repeat to the other side.

4. s.p. - hands to the shoulders. 1 - half squat, arms forward; 2 - s.p.; 3 - squat, arms up; 4 - s.p.

5. s.p. - standing with feet apart, hands on the waist. 1 - lean to the right; 2 - lean forwards; 3 - lean to the left; 4 - s.p.

6. s.p. - hands on the waist. 1-3 - three jumps on the spot; 4 - jumps with 90° turns.
Classes IV - VI

Set 1

1. s.p. - basic standing. 1 - arms forwards; 2 - arms upwards, stretch; 3 - arms to the sides; 4 - s.p.
2. s.p. - repeat. 1-4 - circle the arms in front; 5-8 - repeat behind.
3. s.p. - hands on the waist. 1 - lunge on the right leg in front; 4 - s.p.; 5-8 - repeat on the other leg.
4. s.p. - standing with legs apart. 1 - arms up and to the sides, lean the trunk to the right; 2 - s.p.; 3-4 - repeat to the other side.
5. s.p. - hands behind the head. 1 - half squat; 2 - s.p.; 3 - squat, arms to the sides; 4 - s.p.
6. s.p. - hands on the waist. 1-4 - four jumps on both feet; 5-8 - four jumps on the left leg; 9-12 - four jumps on the right leg.

Start and finish the series by running on the spot with movements of the arms forwards, to the sides, to the shoulders, behind the head and hands on the waist.

Set 2

1. Walking on the spot with different movements of the arms.
2. s.p. - basic standing. 1 - arms forwards; 2 - arms upwards; 3 - arms to the sides; 4 - s.p.
3. s.p. - hands behind the head. 1-3 - three leans to the right; 4 - s.p.; 5-8 - repeat to the left.
4. s.p. - wide stance with feet apart, hands on the waist. 1 - lean to the right; 2 - s.p.; 3 - lean to the left; 4 - s.p.
5. s.p. - hands behind the head. 1 - lean back; 2 - s.p.; 3 - squat, arms forward; 4 - s.p.

6. s.p. - hands on the waist. Jump on the spot. 1 - feet apart; 2 - the right leg crossed in front of the left; 3 - feet apart; 4 - the left leg crossed over the right.

Set 3
1. Walk on the spot with different movements of the arms.
2. s.p. - basic standing. 1-4 - circle the arms in front; 5-8 - circle the arms behind.
3. s.p. - hands on the waist. 1 - lean to the right; 2 - lean to the left; 3 - lean back; 4 - s.p.
4. s.p. - hands behind the back "clasped". 1 - squat; 2 - s.p.
5. s.p. - hands on the waist. 1 - lunge the right leg forwards, arms out to the sides; 2 - s.p.; 3-4 - repeat with the other leg.
6. s.p. - hands on the waist. 1 - jump with the feet apart, arms up; 2 - s.p.; 3 - jump with the feet apart and the arms out to the side; 4 - s.p.

Classes VII - VIII

Set 1
1. s.p. - arms out to the sides. 1 - right hand to the shoulder, left arm out to the side; 2 - s.p.; 3 - left hand to the shoulder, the right arm out to the side; 4 - s.p.

2. s.p. - arms upwards. 1 - circle the arms inwards; 2 - lean to the right; 3 - circle the arms outwards; 4 - lean to the left.
3. s.p. - basic standing. 1 - squat with arms out to the sides; 2 - s.p.; 3 - squat with arms forwards; 4 - s.p.

4. s.p. - arms upwards. 1 - turn the trunk to the right, arms out to the sides; 2 - s.p.; 3-4 - repeat to the other side.

5. s.p. - hands behind the head. 1 - lean forwards letting arms fall to the sides; 2 - straighten, hands to the shoulders; 3 - lean back, arms upwards; 4 - s.p.

6. s.p. - hands on the waist. 1-3 - three jumps on both feet; 4 - jump with a turn of 180°

Start and finish the series with walking on the spot with different movements (circles inwards, outwards, in front, behind; arching inwards, outwards and so on).

Set 2

1. Walking on the spot with different movements of the arms.

2. s.p. - basic standing. 1 - hands to the shoulders; 2 - arms upwards, rise up on to the toes; 3 - arms out to the sides; 4 - s.p.

3. s.p. - hands on the waist. 1 - squat, hands to the shoulders; 2 - s.p.; 3 - squat, hands out to the sides; 4 - s.p.

4. s.p. - hands in front of the chest. 1 - lunge to the right, arms out to the sides; 2 - s.p.; 3-4 - repeat to the other side.

5. s.p. - hands to the shoulders. 1 - turn the trunk to the right, arms out to the sides; 2 - s.p.; 3-4 - repeat to the other side.
6. s.p. - basic standing. 1 - jump with feet apart, arms out to the sides; 2 - jump with feet together, arms forwards; 3 - jump with feet apart and arms out to the sides; 4 - jump in the starting position.

Set 3
1. Walking on the spot with turns.
2. s.p. - hands on the waist. 1 - hands in front of the chest; 2 - arms upwards; 3 - arms out to the sides; 4 - s.p.
3. s.p. - hands on the waist. 1 - lunge to the right, right arm out to the side; 2 - s.p.; 3-4 - repeat to the other side.
4. s.p. - hands behind the head. 1 - lean backwards; 2 - s.p.; 3 - squat with arms forwards; 4 - s.p.
5. s.p. - standing with feet apart, hands on the waist. 1 - turn the trunk to the right, hands out to the sides; 2 - s.p.; 3-4 - repeat to the other side.
6. s.p. - basic standing. For four jumps on both feet, move the arms in different directions.

Classes IX - X

Set 1
1. s.p. - basic standing. 1-4 - circle the arms forwards; 5-8 - circle the arms backwards.
2. s.p. - right hand to the shoulder, left hand behind the head. 1 - arms upwards; 2 - left hand to the shoulder, right hand behind the head; 3-4 - repeat changing the positions of the hands.
3. s.p. - basic standing. 1 - half squat, left arm out to
the side, the right arm upwards; 2 - s.p.; 3-4 - repeat
with changes in the positions of the hands.

4. s.p. - basic standing. 1 - hands behind the head, move
the right foot back on the toes; 2 - s.p.;
3-4 - repeat with changes in the position of the feet.

5. s.p. - basic standing. 1 - lunge to the right, arms
forwards; 2 - s.p.; 3-4 - repeat to the other side.

6. s.p. - hands on the waist. Jumps on the spot with
changes in the positions of the feet. 1 - right foot
forwards, left backwards; 2 - left forwards, right
backwards. And so on.

Set 2

1. s.p. - basic standing. 1 - arms out to the sides;
   2 - s.p.; 3 - arms upwards, rise up on to the toes;
   4 - s.p.

2. s.p. - half squat, hands on the knees. 1 - lean back,
   arms upwards and outwards; 2 - hands on the waist;
   3 - lean forwards, arms out to the sides; 4 - s.p.

3. s.p. - standing with feet apart, hands to the shoulders.
   1 - turn to the right, arms out to the sides; 2 - s.p.;
   3-4 - repeat to the other side.

4. s.p. - standing with feet apart, hands to the shoulders.
   1 - lean to the left, arms upwards; 2 - s.p.;
   3-4 - repeat to the other side.

5. s.p. - basic standing. 1 - right leg forward, arms
   out to the sides; 2 - squat or half squat, hands on
   the knees; 3 - lunge to the right, arms upwards;
   4 - s.p.; 5-8 - repeat to the other side.

6. s.p. - hands on the waist. For 4 counts, jumps to the
   right with turns of 90° (at every count). Repeat
going to the left.
Set 3

1. s.p. - basic standing. 1-2 - arms crossed upwards, rise up on to the toes; 3-4 - repeat downwards.

2. s.p. - hands on the waist. 1-4 - circle the trunk to the right; 5-8 - repeat to the left.

3. s.p. - hands on the waist. 1 - half squat on the right, with the left foot forwards on the toes, arms out to the sides; 2 - s.p.; 3-4 - repeat with changes in the movements of the legs.

4. s.p. - hands on the waist. 1 - squat or half squat, arms forwards; 2 - straighten, right foot back on the toes, arms out to the sides; 3 - squat or half squat, arms forwards; 4 - s.p.; 5-8 - repeat with changes in positions of the feet.

5. s.p. - standing with feet apart, hands behind the head. 1 - lean to the right; 2 - s.p.; 3-4 - repeat to the other side.

6. s.p. - hands on the waist. Jumps on the spot. 1-4 - jump to the right; 5-8 - jump to the left.
APPENDIX J

EXAMPLES OF EXERCISES RECOMMENDED BY THE DEPARTMENT OF PHYSICAL EDUCATION OF THE USSR MINISTRY OF EDUCATION, FOR TEACHERS CONDUCTING PHYSICAL CULTURE MINUTES DURING LESSONS (Fizicheskaya kul'tura v shkole, 4 (1984), pp55-57)

Classes I - III

Set 1

1. Starting position (s.p.) - basic standing. 1 - arms by the sides; 2 - go up on to the toes, arms upwards, stretch - breathe; 3 - arms forward; 4 - s.p.

2. s.p. - hands on the waist. 1-4 lean forwards, backwards, to the right and to the left.

3. s.p. - hands on the waist. 1 - squat, arms forwards; 2 - repeat; 3 - squat, arms up; 4 - s.p.

4. s.p. - basic standing. Walking on the spot making different movements of the arms (forwards, upwards, to the shoulders, behind the head).

Set 2

1. s.p. - basic standing. 1 - hands behind the head; 2 - arms upwards, to the right and backward, stretch; 3 - lean to the right, hands behind the head; 4 - s.p. breathing out.

2. s.p. - hands on the shoulders. 1-4 - four forward circles of the arms; 5-8 - repeat backwards.

3. s.p. - hands on the waist. 1 - lean to the right; 2 - s.p.; 3-4 - repeat to the other side.

4. s.p. - hands on the waist. 1 - lean forwards; 2 - s.p.; 3 - squat with arms upwards; 4 - s.p.
Set 3

1. Walking on the spot with different movements of the arms (upwards, forwards, to the shoulders, to the chest and so on).
2. s.p. - hands on the waist. 1 - turn the trunk to the right; 2 - s.p.; 3 - turn the trunk to the left; 4 - s.p.; 5 - lean forwards; 6 - s.p.; 7 - lean backwards; 8 - s.p.
3. s.p. - hands behind the head. 1 - squat with arms up; 2 - rise and clap over the head; 3 - squat with arms forward; 4 - s.p.
4. s.p. - hands on the waist. 1 - lunge to the right and forwards with the arms up; 2 - s.p.; 3-4 - repeat with the other leg.

Set 4 (sitting at a desk)

1. s.p. - sitting at a desk, hands behind the head, head and elbows lowered. 1-2 - lift the head and spread the elbows, bend (breathe in); 3-4 - relax the muscles, tense and s.p. (breathe out).
   Variation: 1-2 - lifting the head, arms upwards, bend (breathe in), 3-4 - relax the muscles, return to s.p. (breathe out). Bending the chest and lumbar region, head back but not thrown back; lift the arms upwards and stretch.
2. s.p. - sitting at a desk, hands on the shoulders, elbows down. 1-2 - turn the body to the right, arms upwards and pull oneself up (breathe in); 3-4 - s.p. (breathe out); 5-8 - repeat turning to the left, when turning the feet, remain on the spot and do not move. One should not lean back.
3. s.p. - standing behind the desk, hands on the desk;  
1-2 - sit down; 3-4 - s.p.

Set 5 (sitting at a desk)

1. s.p. - sitting at the desk, arms bent and palms of the  
   hands level with the shoulders. 1 - clench the hands  
   to make fists; 2 - arms forward and relax the fingers;  
   3-4 - return to s.p.
2. s.p. - sitting, hands on the shoulders, clench the  
   hands to make fists. 1 - arms forwards, fingers  
   widespread; 2 - hands to the shoulders, hands  
   clenched into fists; 3-4 - repeat but with arms  
   upwards.
3. s.p. - sitting at the desk, arms in front of the chest.  
   1 - turn the trunk to the left, left arm out to the  
   side; 2 - return to s.p.; 3-4 - repeat to the  
   other side.

Classes IV - VI

Set 1

1. s.p. - basic standing. 1 - arch forwards, arms upwards,  
   stretch, look at the arms and breathe in; 2 - s.p.  
   breathe out; 3 - turn the head to the right; 4 -  
   repeat to the left.
2. s.p. - hands on the waist. 1 - right arm out, raise  
   on the toes, lean to the right; 2 - s.p.; 3-4 - repeat  
   to the other side.
3. s.p. - hands behind the head. 1 - half squat, arms  
   forwards; 2 - s.p.; 3 - lean backwards; 4 - s.p.
4. s.p. - hands on the waist. Walk on the spot and on  
   every fourth count turn 90 degrees.
Set 2

1. s.p. - hands on the waist. 1 - lean back; 2 - s.p.; 3 - lean to the left; 4 - s.p.; 5 - lean forwards; 6 - s.p.; 7 - lean to the right; 8 - s.p.
2. s.p. - basic standing. 1 - move right foot backwards, arms upwards, bend; 2 - s.p.; 3-4 - repeat with the other leg.
3. s.p. - hands behind the back. 1 - squat; 2 - s.p.
4. Walking on the spot.

Set 3

1. s.p. - hands in front of the chest. 1 - arms upwards, rise up on to the toes; 2 - hands on the waist; 3 - arms up and rise up on to the toes; 4 - s.p.
2. s.p. - hands on the waist. 1 - right hand behind the head and left hand behind the back; 2 - s.p.; 3-4 - repeat changing hands.
3. s.p. - stand with legs apart, arms up. 1-3 - three leans to the left; 4 - s.p.; 5-8 - repeat to the right.
4. Walking on the spot.

Classes VII - VIII

Set 1

1. s.p. - basic standing. 1 - right hand to the waist; 2 - left hand to the waist; 3 - right hand to the shoulder; 4 - left hand to the shoulder; 5-8 - repeat in reverse order.
2. s.p. - hands behind the head. 1 - lean to the right, arms upwards; 2 - s.p.; 3-4 - repeat to the other side.
3. s.p. - hands to the shoulders. 1 - sharply move the arms forwards; 2 - lean back; 3 - arms upwards and straighten up; 4 - s.p.

4. s.p. - hands on the waist. 1 - turn the trunk to the right, put the right hand behind the head and the left up to the shoulder; 2 - s.p.; 3-4 - repeat to the other side.

Set 2

1. s.p. - basic standing. 1 - left foot back on the toes, arms upwards and palms outwards; 2 - s.p.; 3-4 - repeat with the other leg.

2. s.p. - basic standing. 1 - half squat with the arms forwards; 2 - s.p.; 3 - squat with arms forwards; 4 - s.p.

3. s.p. - hands on the waist. 1 - lean to the right; 2 - s.p.; 3 - turn the trunk to the left, 4 - s.p.; 5-8 - repeat to the other side.

4. Walking on the spot with different movements of the arms.

Set 3

1. s.p. - hands on the waist. 1 - turn the trunk to the left, arms upwards; 2 - s.p.; 3-4 - repeat to the other side.

2. s.p. - hands behind the head. 1-4 - lean to the right back, to the left, forwards.

3. s.p. - basic standing. 1 - squat with hands behind the back; 2 - s.p.; 3 - squat with arms upwards; 4 - s.p.

4. Walking on the spot with turn of 90 degrees.
Classes IX - X

Each set is carried out one after the other. Repeat 2-3 times in succession.

Set 1

s.p. - basic standing. 1 - arms forwards; 2 - make fists; 3 - arms upwards; 4 - open hands; 5 - hands behind the head; 6 - hands to the shoulders; 7 - hands on the waist; 8 - hands to the shoulders; 9 - lean to the right; 10 - lean to the left; 11 - lean forwards; 12 - straighten, hands on the waist; 13 - turn to the right, arms upwards; 14 - hands to the shoulders; 15 - hands down; 16 - s.p.

Set 2

s.p. - basic standing. 1 - hands on the waist; 2 - arms upwards, go up on to the toes; 3-4 - arms across the sides and downwards; 5 - lunge forwards with the right leg, arms forwards; 6 - s.p.; 7 - lunge forwards on to the left leg, arms forwards; 8 - s.p.; 9 - lean back; 10 - s.p.; 11 - lean to the right, arms upwards; 12 - s.p.; 13 - lean to the left, arms upwards; 14 - s.p.; 15 - press squat; 16 - s.p.

Set 3

s.p. - basic standing. 1 - arms forwards, make fists; 2 - arms upwards; 3 - arms backwards, bend; 4 - s.p.; 5 - hands to the waist; 6 - hands to the chest; 7 - hands to the shoulders; 8 - arms upwards; 9 - lean to the right; 10 - lean to the left; 11 - lean to the right; 12 - s.p.; 13 - half squat, arms forwards; 14 - s.p.; 15 - squat, hands to the shoulders; 16 - s.p.
APPENDIX K

DETAILS OF THE MEDICAL CARD FOR PARTICIPANTS IN PHYSICAL CULTURE ACTIVITIES

(Used by doctors in sports schools and issued by the USSR Ministry of Health - the card makes provision for records of four examinations)

1. Name
2. Year and place of birth
3. Nationality
4. Home address
5. Place of work
6. Profession (post held)
7. Education
8. Living conditions
9. Food regime
10. Details carried over a) illnesses  b) injuries  c) operations
11. Use of alcohol : (underline) - casual, a little, much, frequent, not used, Non smoker/smoker (underline) - from what age - number per day
12. Types of sport mainly undertaken
13. How often
14. Any other sports
15. What sport is undertaken in competition
16. Which GTO awards gained - when
17. What sports rankings
18. In which sport
19. **ANTHROPOMETRIC DATA**

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- Weight
- Height

- **Size of chest cage**
  - Exhalation
  - Rest
  - Range

- **Spirometer**
- **Dynamics**
  - Right hand
  - Left hand
20. INFORMATION ABOUT THE BODY

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21. INFORMATION ABOUT SPORTS WORK

Brief data on training and sports performance.
22. **DATA ON EXAMINATIONS OF INTERNAL ORGANS**

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23. **ADDITIONAL EXAMINATIONS AND CONCLUSIONS BY SPECIALISTS ON ABOVE**
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<th>Breathing After Load</th>
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<th>Blood Pressure 20</th>
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<th>Blood Pressure 50</th>
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Character of the pulse

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Source: Record card given to the researcher by the Doctor at the Vasileostrovsk Region Volleyball SDYuSSh, Leningrad, April 1985.
APPENDIX L

Training Session Observed at the Lokomotiv Swimming SDYuSSh, Leningrad, with a Sports Class of 13-Year Olds, April 1983

Duration of Session: Three hours 2.30 - 5.30pm
Number of Children: 21 - 14 boys and 7 girls (2 absent)

I. Training in the Gymnasium (2.30pm)

i) Walk quickly around the gymnasium in a circle.

ii) Jog.

iii) Side steps, hands on hips.

iv) Cross-over stepping.

v) Skip and swing arms together forwards and back.

vi) Skip with high knee lifts.

vii) Slow forward jogging.

viii) High knee kicks with hands at waist height.

ix) Fast jog - slow jog - high knee kicks - touch hands with knees - fast jog - slow jog.

x) Jog and jump over four benches spaced around room.

xi) (Benches moved end to end 0.5 metres apart) - jog around room and along benches, jumping from one to another.

xii) Pull oneself along each bench on the stomach using the arms.

xiii) Repeat, pushing on the floor with hands.

xiv) Jump sideways over the bench on two feet, not moving along bench.

xv) Sit on floor, back to bench with hands on bench and push up.
xvi) Three to a bench - all stand sideways and on same side of the bench - reach down, pick up bench and lift it over the head and place it on the floor at the other side.

xvii) Repeat on the other side.

xviii) On hands and feet, back to floor, walk to one side of the gymnasium, head first - repeat.

xvix) Repeat feet first x2.

xx) Two-footed jumps to end of gymnasium.

xxi) 'Bunny hops' to end of gymnasium and back.

**Relay Races (3.30pm)**

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<table>
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<tr>
<th>x x</th>
<th>bench</th>
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i) Hopping.

ii) Run along bench, jump on to mat and forward roll.

iii) Put mats and benches away, hop-sitting on a soccer-size ball.

iv) Run and bounce a ball then shoot into basketball net.

v) Sprints.

**Game (3.45pm)**

Basketball - mixed teams (girls and boys).

**Swimming (4.00pm)**

Boys and girls swim equal distances and at 13 years of age, in a 90 minute session, they cover between four and five kilometres. Sessions include technique, speed, distance and stamina practices.
# APPENDIX M

**SPORTS BOARDING SCHOOLS 1983/84**

Details taken from *Byulleten' normativnyich aktov Ministerstva prosveshcheniya SSSR*, 1983, No. 11

**No. 9 Moscow**

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<td>2. Swimming</td>
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<td>3. Gymnastics</td>
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<td>4. Diving</td>
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<td>5. Fencing</td>
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<td>6. Boxing</td>
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<tr>
<td>7. Graeco-Roman wrestling</td>
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<td>8. Weightlifting</td>
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**No. 6 Moscow**

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**Sverdlovsk**

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### Mogilev

1. Track and field athletics 50  
2. Swimming 20  
3. Weightlifting 25  
4. Kayak and canoe 25  
5. Rowing 20  
6. Gymnastics 20  
   Additional numbers 30  
   **Total** 190  

### Gomel'  

1. Track and field athletics 90  
2. Rowing 35  
3. Kayak and canoe 35  
4. Small-bore shooting 35  
5. Graeco-Roman wrestling 35  
6. Swimming 30  
   Additional numbers 21  
   **Total** 281  

### Vitebsk  

1. Track and field athletics 160  
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3. Skiing (biathlon) 35  
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<tr>
<td>10. Swimming</td>
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<tr>
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<td>3. Rowing</td>
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<td>5. Swimming</td>
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<td>6. Gymnastics</td>
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<td>7. Weightlifting</td>
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<tr>
<td>2. Small-bore shooting</td>
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<td>3. Track and field athletics</td>
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<td>4. Basketball</td>
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<tr>
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<tr>
<td>7. Swimming</td>
<td>60</td>
</tr>
<tr>
<td>8. Cycling</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
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</table>
APPENDIX N

THE COURSE OF STUDY FOR 'THEORY AND METHODS OF PHYSICAL EDUCATION' IN COURSE NO. 2121 "TEACHING AND METHODS OF PRIMARY EDUCATION" AT PEDAGOGICAL INSTITUTES

Taken from Programy pedagogicheskikh institutov, Ministerstvo prosvesheniya SSSR, (Moscow, 1983), pp25-31.

(See Table 37 for a plan of the course)

Lecture Course

The principles of physical education

1. The Soviet system of physical education

The views of the founders of scientific communism on physical education. Physical education as a social phenomenon.

The class character of physical education. The work of P.F. Lesgaft. The aims and objectives of the Soviet system of physical education. The leading role of the CPSU in the creation and development of the Soviet system of physical education.

The main features and principles of the Soviet system of physical education.

The main trends in physical education: general physical training, professional-physical training and sports training. The characteristics of the basis of the Soviet system of physical education. The GTO programme: its aims and objectives and stages of development. The GTO awards (summer and winter).

The role of the trade unions and Komsomol in the formation of the Soviet system of physical education.

Physical education in the USSR - an integral part of...
communist education. The relationship between physical education and intellect, morality, aesthetics and work. The main concepts of the Soviet theory and methods of physical education: "physical culture", "physical education" and "sport".

2. **The means of physical education**

The general characteristics of the means of physical education. The natural strengths of nature, hygienic factors and the regime of work and rest in the system of physical education. Physical exercises as the main and specific means of physical education. General characteristics of physical exercises. The causes and influences on the results of physical exercises. Notes on physical exercises, their terminology and classification. The selection of musical composition for accompanying physical exercises.

3. **Principles of education. Methods of education and teaching**

General basis of education and teaching in the process of work in physical exercises.

Principles of education.

The various methods in the practice of physical education. Their characteristics. The classification of methods of education: methods of using words; methods of demonstrating perception; practical methods of education (of strictly and frequently regulated exercises). Specially chosen methods according to set tasks and conditions when conducting lessons.

Cultivating the character of education.
Morality, intellect, work and aesthetic education in the process of physical education. The teaching of moral-volitional qualities.

Methods of physical education with pupils of elementary classes

4. The formation of motor skills and habits and their significance for the physical development of young schoolchildren

Motor skills and habits. Character indications. Physiological basis. Stabilization and plasticity of skill. The loss of skill. The transfer of skills.

Motor activities - the necessary conditions for correct growth and development of children's organisms. Critical periods in children's development. Age peculiarities in the development of motor skills. The continuity of physical education work in schools (preparatory, young, middle and older classes) and in preschool establishments (kindergartens).

5. Analysis of the school physical education programme for preparatory classes and classes I-III

The aims of physical education for preparatory and young classes. The structure of the programme, its construction and arrangement of educational material according to type. Characteristics of the contents of the programme. Requirements of the programme and the demands of the pupils. Continuity in the programme for preparatory classes and Classes I-III.
6. **Planning and recording physical education work**

Forms of organisation of physical education work in schools. "Regulations on physical education of pupils in general schools" - the basis of general planning of physical education work in schools. Planning the programme of educational material for the year and for each quarter year. Features of planning in accordance with the climate and working conditions. Planning documents: examples of annual timetables of the distribution of educational material and quarterly timetables.

Preliminary, current and total records of physical education work. Control of testing. Criteria for appraisal by accomplishing types of exercises.

7. **The lesson as the main form of physical education work in schools**

Types of lessons. The main parts of lessons and their aims. The requirements for modern lessons. Preparation by the teacher for the lesson: the organisation of general and concrete aims, compiling the lesson plan, preparation of the place of work and of the equipment.

Features of planning and giving lessons indoors and outside, of skiing lessons, gymnastics, track and field athletics and games lessons with preparatory and young classes. Counting games in lessons. Musical accompaniment to lessons.

Basic ways of organising children in physical education lessons. Teacher's choice of place for conducting the lesson. Training helpers. Individual and different approaches to pupils in lessons.

Features of teaching pupils with health problems.

Assessments in the lessons. Homework. Supervision in
giving them.

Conducting the whole lesson.


8. Physical culture - health measures in the school day with young pupils

Forms of organisation of physical culture - health measures in the schoolday with young pupils.

**Gymnastics before lessons** (introductory). Main aims.

Features of their organisation. Choice of physical exercises in sets. Substituting exercises and changing sets.

Requirements for the place of the exercises and clothing.

Musical accompaniments.

**Physical culture minutes** - Main aims. Places of conducting physical culture minutes according to the ages of the classes, timetables, times of the divisions into periods (time of year, day of the week, beginning or end of the term). Requirements when conducting them. Choice of exercises and their substitutes. Physical culture minutes at home.

**Physical culture pauses** - The main aims, significance and place in the schoolday for pupils. Features of organising and conducting them. Requirements for compiling sets of physical culture pauses and changes of sets.

* Schools with small classes
Organising playtimes - Basic and specific aims. Features of their organisation and in conducting them. Choice of means.

Their characteristics.

Training physical culture 'activists', Young Pioneers and Komsomol members to conduct physical culture and health measures with young children.

9. Extracurricular physical education work

Features of extracurricular physical education work with young pupils.

Planning and recording extracurricular physical education work.

General physical training groups and sports clubs.

Organising and conducting active games in the school, hikes, excursions and walks.

Mass physical culture measures (festivals, formations and songs and so on) : in Octobrist Little Stars groups, at meetings of detachments and in the mornings in class and so on. Competitions such as 'Merry Starts', their preparation and carrying them out (regulations, programmes and situation). Features of extracurricular work in prolonged-day and boarding schools. (sports hours and games lessons).

10. Physical culture and sports work outside schools

The contents of physical education work outside school, its organisation with young schoolchildren in Young Pioneer camps, in children's health grounds, in housing society groups, at children's places of residence, in Young Pioneer houses and in voluntary sports societies.
Characteristics of the main forms of work in Young Pioneer camps, both out of town and in town: morning hygienic gymnastics (loadings) for six to ten-year old children; physical exercises in detachments and units. Organising work in clubs for general physical training and for different types of sport (acrobatics, gymnastics, swimming, track and field athletics and so on), games (pioneerball, soccer, tennis, badminton, basketball); competitions, hikes and excursions; train teams to take part in spartakiads and other physical culture and health measures; teach swimming, bathing and sun and air bathing. Control by progress and attendance of educational work in schools. Liaison with parents. Realizing educational trends by conducting work.

11. Physical education of young schoolchildren in the family

The concern of the Communist Party and of the Soviet Government for children's physical education from early childhood. The programme of the CPSU on physical education in the family. The connection between school and the family regarding pupils' physical education. Control of homework for "physical culture". Their trends.

The significance of the regime and hygienic conditions in family upbringing. The routine for young children. Regime of nutrition, sleep and rest. The main methods of tempering children. Morning hygienic gymnastics (individual and group). Choice of sets of exercises for each age group. Games, skiing, skating, sledging, walks, hikes and other family physical education measures.
12. **Equipment for physical education work**

Characteristics of the equipment and facilities necessary for conducting lessons and extracurricular work. Home-made equipment and its use in lessons and extracurricular work. "Interchangeable" equipment and features of the work with it: hoops and short skipping ropes; small balls and bags filled with sand; gymnastic sticks and short skipping ropes and so on. Care of the equipment and inventory and involving young schoolchildren in this.

**Laboratory Work (examples of subjects)**

1. **Characteristics of the school physical education programme for preparatory pupils and classes I - III**

Analysis of the school programme according to classes (with comparisons) with detailed analyses of the separate types (with practical demonstrations).

Continuity of material. Requirements for pupils.
Tasks for independent work: to compile, originating from the regulations of the programme, the norms for every class and then check them during teaching practice or in lessons of physical education with preparatory classes and classes I - III in schools.

2. **Planning educational material**

Distribution of the programme material according to terms, taking account of the climatic conditions of an area.
Drawing up examples of timetables of the distribution of educational material for a year for two classes, and
schemes of work for the year (by terms) for one class.

3-5. The lesson as the main form of physical education work in schools

Preparation of the teacher for the lesson - Drawing up a synopsis of the physical education lesson of mixed types for one class. The organisation of general and concrete tasks. Choice of means and methods. The organisational side of the lesson.

Tasks for independent work: draw up a synopsis of a games lesson, a lesson of skiing training, gymnastics or track and field according to one's own choice.

Educational analysis of a physical education lesson - Analyse a scheme of work for a lesson. An examination of lessons in the preparatory class and classes I - III. Definitions of intensity (general and motor) of lessons. Pulse rates. Definitions of correct loadings in each part of the lesson and in the lesson as a whole. Ways of varying them.

Tasks for independent work: compile a full educational analysis for one of the observed lessons, definitions, intensity and tracing pulse rates.

Practical Work (examples of subjects)

Physical exercises as the main means of physical education

Classifications (systematic) of physical exercises. Selection of the means of physical education for developing the motor (physical) skills of young pupils.

Compiling sets of general development exercises, with and without objects, for physical education lessons and extra-
curricular measures according to the tasks. The management of classes whilst undertaking physical exercises with musical accompaniment and without it (teams, orders, correct choice of position for the teacher and so on). Preparation for and judging of competitions such as "Merry Starts". Organising similar competitions in school (classes I - III) or in groups during the year.

Methods of teaching exercises on the school programme

Methods of teaching different types of exercises according to sections of the programme. Forming and reforming (elements of formation); exercises for good posture, walking and running, throwing, jumping exercises, in balance; climbing, climbing over and under objects and compound and simple types of suspension, dance exercises; acrobatic exercises with objects - with skipping ropes (short and long), with balls (small, large and filled), and with gymnastic sticks, flags and hoops. Teaching the skills of observation, detecting faults in technique, correcting and knowing beforehand of their appearance. Safety and help for carrying out different exercises.

The lesson as the main form of carrying out physical education work in the school

Carrying out the requirements for the lesson. The role of the teacher. Methods of compiling set lessons. Choices of the means and methods of achieving the main aims of the lesson. Ways of organising classes for work in the lessons.
Features of drawing up and conducting lessons indoors and outdoors, and lessons of skiing training. Students should take lessons in schools with their own group of 45 minutes and mini-lessons of 20 to 25 minutes with tasks (set by the lecturer) and with the following educational analysis:

- of mixed type (with and without musical accompaniment);
- lesson of gymnastics or swimming;
- skiing training, skating lessons or lessons in the open air;
- track and field athletics;
- games (choice of games in the lesson: with jumping, throwing, with general developmental exercises with and without objects, with music which is already known to the children from their music lessons and without musical accompaniment).
APPENDIX 0

Entrance Requirements and Physical Tests for Competitive Examinations at the Brest Pedagogical Institute Physical Education Faculty

Details taken from a poster obtained at Brest Pedagogical Institute.

The Institute trains physical culture teachers for secondary schools and vocational schools (tekhnikums). The course of study in the part-time (correspondence) department lasts for five years and in the full-time department for four years. The full-time department takes applicants up to the age of 35 years who have completed their secondary education, and the part-time department takes people without who are already working in physical education without age limits.

Applicants are to sit for the examinations:
- for the part-time department from 1 to 20 June
- for the full-time department from 1 to 20 August

in the following subjects: track and field athletics, gymnastics, swimming, chemistry (oral), biology (oral), Russian language and literature or Byelorussian language and literature (written).

Those who graduated from secondary schools with a gold (silver) medal, or who graduated from a secondary specialised school or tekhnikum with a diploma of the highest distinction, need take only one examination on physical education (practical tests in track and field athletics, gymnastics and swimming). If they achieve a "five" in this examination they need not sit the rest.
Masters of Sport and Masters of Sport International Class who have fulfilled these Rankings in the past two years in sports such as gymnastics (sports and artistic), acrobatics, basketball, wrestling (freestyle and classical), volleyball, handball, soccer, ice hockey, table tennis, track and field athletics, skiing, 'tourism' and sports orienteering, ice skating and swimming are exempted from the entrance examinations of their specialism, and instead they will be given 15 points to add to their sum of points for the rest of the examination.

For the 1983 educational year, the part-time department will enrol 75 people and the full-time department 125 people.

Applications are accepted for the part-time department from 25 April to 31 May, and to the full-time department from 20 June to 31 July. Invitations will be sent to applicants to let them know when to come to the Institute for the entrance examinations.

1. Entrance Examination for Track and Field Athletics  
   (see below)

2. Entrance Examination for Swimming

   This examination involves a 100m swim freestyle. To attain a '5' the applicant should cover the distance with a time which corresponds to a IIIrd Rank Sports Classification plus 15 seconds. To attain a '4' the time should correspond to the IIIrd Rank plus 30 seconds, and for a '3' - IIIrd Rank plus 60 seconds.
**ENTRANCE EXAMINATION FOR TRACK AND FIELD ATHLETICS**

**FOR THE BREST PEDAGOGICAL INSTITUTE**

<table>
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<th>POINTS</th>
<th>WOMEN</th>
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<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>100m (secs.)</td>
<td>18-28</td>
<td>14.0</td>
<td>13.0</td>
<td>12.6</td>
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<tr>
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<td>29-35</td>
<td>15.0</td>
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<td>13.0</td>
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<tr>
<td>1000m (mins. secs.)</td>
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<td>3.20</td>
<td>3.10</td>
<td>3.05</td>
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<tr>
<td></td>
<td>29-35</td>
<td>4.45</td>
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<td>3.10</td>
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<td>Long jump with run up (m)</td>
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<td>4.00</td>
<td>4.60</td>
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<td>Shot put (m):</td>
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<tr>
<td>Men (7.257kg)</td>
<td>18-28</td>
<td>7.50</td>
<td>9.00</td>
<td>10.00</td>
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<tr>
<td></td>
<td>29-35</td>
<td>6.50</td>
<td>7.50</td>
<td>9.00</td>
</tr>
<tr>
<td>Women (4.00kg)</td>
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</table>

A mark is awarded according to the sum of the points for every event - '5' for 18 points, '4' for 15 points and '3' for 12 points.

**Note:** An exercise given 2 points is not taken into consideration for the total.
Entrance Examination on Gymnastics

Men:
1. Acrobatics (one exercise from two given)
2. Pull-ups from a hanging position on a bar
3. Leg lifts on a parallel bar - to hold
4. Vault over a horse
5. Exercises on parallel bars or on a low bar (choice)

Women:
1. Acrobatics (one exercise from two given)
2. Climbing a rope - freestyle
3. Leg lifts on the wall-bars (number of times)
4. Vaults over the horse
5. Exercises on the horizontal bars (choose one exercise)

A final mark is given according to the total number of points gained from all the exercises: *

   Excellent - 23-25 points
   Good - 19-22 points
   Satisfactory - 15-18 points

* An extensive list is given on the poster with the marks which may be gained for each. The more difficult the exercise, the higher the possible mark.
APPENDIX P

EXAMPLES OF COURSES IN THE PROGRAMME 'PHYSICAL EDUCATION' 
(COURSE NO. 2114) AT PEDAGOGICAL INSTITUTES

Taken from handbooks published by the USSR Ministry of 
Education Programmy pedagogicheskikh institutov (Moscow, 1984)

I  Theory and Methods of Physical Education (250 sessions)

Theory of physical education

General characteristics of the Soviet system of physical education

Physical education as a social system.
Theory and methods of physical education as scientific and educational disciplines.
Educational research into physical education.

Didactics of physical education

The means of physical education.
Features of teaching physical education.
Motor skills and habits.
Movement (physical) quality.
Principles of teaching.
Methods of teaching.
Structure of teaching.
Forms of organising lessons.
Methods of Physical Education

**General physical training in the basic elements of the system of physical education**

Physical education of preschool children.
Physical education of schoolchildren: tasks, forms of organisation, the school programme, lessons, planning educational work, recording progress, children with health problems, extracurricular work, in the Young Pioneer organisation, work outside school, in rural schools, in boarding schools and in prolonged-day schools.
Physical education of adults: the aims and tasks of its organisation, variety of work, features of physical education of older people.

**Physical training of professional-training students in the main structure of the physical education system**

Theoretical foundations.
The physical education of pupils in middle-professional training educational establishments: pupils at vocational-training schools, at secondary specialist schools.
The physical education of students in higher educational institutions.
The physical education of young men of pre-conscription age.

**Preparation for Sport**

General recommendations.
Sports orientation and selection.
Sports training.
II  Psychology of Physical Education and Sport (60 sessions)

Introduction: The subject and task of psychology of physical education and sport

Part_I_ The psychological characteristics of activities and the personality of the teacher of physical culture.

The activities of the teacher of physical culture.
Styles of activities of physical culture teachers.
Psychological principles of physical culture teachers' professional competence.
Schoolchildren as the objectives of physical culture teachers' activities.

Part_II_Psychological phenomena of the education of schoolchildren in the process of work in physical culture

Interaction as a means of education.
Forming moral standards in schoolchildren during the course of work in physical culture.
The development of independence and the formation of an active lifestyle among schoolchildren through physical culture work.
Teaching collectivism to schoolchildren through physical culture work.
Self-education of pupils in physical culture work.

Part_III_Psychological principles in conducting lessons of physical culture

Encouraging pupils to be active in physical culture lessons.
Gaining and utilising the pupils' attention in physical culture lessons.
Psychological phenomena in assimilating educational material (perceptions and comprehension) in physical culture lessons.
Consolidating educational material in physical culture work.
Psychological features in the formation of skill in physical culture lessons.
The development of psychomotor quality in the process of physical culture work.

Part IV Psychological aspects of extracurricular sports work with schoolchildren

The formation of interest and motivation for sport among schoolchildren.
Psychological matters in sports orientation and the selection of schoolchildren in sports clubs.
The socio-psychological basis of management of young people's sports collectives.
The psychophysiological conditions which occur in the process of sports activities.

III Biomechanics (36 sessions)

Part I General and differential biomechanics

Introduction to biomechanics.
How people move.
Principles of biomechanical control.
Biomechanical principles of movement quality.
Differential features of motor activities.
Terminology of biomechanics.
Good quality motor activity.

Part II Adaptive biomechanics

Techniques and tactics in walking and running.
Techniques and tactics of movement on skis, skates and bicycles.
Techniques and tactics of swimming.
The biomechanics of movement activities.
The biomechanics of technical and aesthetic types of sport.
The biomechanics of general development exercises.
Biomechanical characteristics of the GTO programme.

IV Musical-Rhythmical Education (76 sessions)

Lectures: The aims and objectives of the course 'musical-rhythmical education'.

Seminars: The principles of musical notation and the connection of exercise with music.

The connection between exercise and the content of music.
The connection between exercise and the means of musical expression.

Exercise and melody.
Exercise and tempo.
Exercise and sounds which are legato and staccato.
Exercise and dynamic nuance.
Exercise and rhythm.
Exercise and working out musical productions.

Practical Sessions

Special exercises which link movement with music and musical games

Exercises with links with the subject of the music.
Exercises which are linked with the means of musical expression.
Exercises linked to the melody, quality, tempo, dynamic nuances, rhythm and speed of the music.
General development exercises

**Special exercises for artistic gymnastics**

Exercises without objects - springing movements, movements in waves, wheeling movements, types of steps and running, jumping, balance, turning and elements of national (folk) and ballroom dances.

Exercises with objects - with balls, skipping-ropes, hoops and ribbons.

Control of exercises

The subject within the school programme.

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V **Artistic Gymnastics** (women) 38 sessions

This course is taught in the third year and leads on from the previously described course which is taught in the first and second years.

**Lectures**: Artistic gymnastics in the Soviet system of physical education.

**Seminars**: The main techniques of artistic gymnastics, terminology and features of teaching the subject in schools.

**Practical Sessions**

General development exercises

**Special exercises for artistic gymnastics**:  
Without objects - springing movements, undulating movements, waving movements, types of steps and running, jumping, balance, turns and elements of national (folk) and ballroom dances and dance combinations.

With objects - balls, skipping-ropes, hoops.

Control of exercises.
Current regulations of artistic gymnastics.
Credit requirements.

VI Small-Bore Shooting and Methods of Teaching (36 sessions)
The subject is taught in the first year to men and women students.

Lectures:
An historical review of the development of the sport of small-bore shooting.
Shooting in the GTO programme.
The classification of weapons, ammunition and equipment.
The ballistics of shooting.
The principles of the production of well-aimed shots.
Methods of teaching shooting.
Special shooting exercises and methods of undertaking them.
The principles of training methods.
The organisation and methods of teaching shooting to children of school age.
Organisation and carrying out competitions in small-bore shooting.

Practical Work
Students are taught the technique of shooting from different positions.

Credit requirements
1. Pass in the theory of the course material.
2. Master the techniques of the special exercises, be able to correct others and yourself and make corrections.
3. Carry out practices for teaching and be able to demonstrate and correct mistakes in how to hold a gun and in shooting.
4. Reach the required practical standard (mark) for the course:

<table>
<thead>
<tr>
<th>MARK</th>
<th>MEN</th>
<th>WOMEN</th>
</tr>
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<td>Excellent</td>
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<td>90</td>
</tr>
<tr>
<td>Good</td>
<td>85</td>
<td>83</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>80</td>
<td>78</td>
</tr>
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</table>

5. Know the GTO programme norms.

The following programmes were not available for 1984/85 but have been included for earlier years as indicated. Where the time allocation differs in the 1984/85 programme this figure is given in brackets.

VII  Human Anatomy-1981  140 sessions (120 sessions)

Introduction.
Short history of anatomy.
Cells and tissue_structure_of the human organism.
Cells : epithelial cells, environmental cells.
Development_of_the_human_organism.
Movement_apparatus.
The bone system : bone structure, joints, skeleton of the body, bones of the head (skull), bones of the arms and legs.
Muscle system : muscle tissue, building muscles as organs, muscles of the body : back, chest, stomach, muscles of the head and neck, muscles of the arms and legs.
Anatomical_characteristics_of_human_movement

The main types of body position.
The main types of movement and their classification.
Internal organs
The digestive system: general review of organs of the digestive system, the mouth, throat, oesophagus, stomach, small intestine, liver, pancreas, large intestine, rectum and peritoneum.

Respiratory system
General review of the organs used in breathing. Nasal passage, larynx, trachea and bronchial tubes, lungs, pleura and mediastinum.

Urino-genital organs
Urinary organs, genital organs and internal secretion organs.

Vascular system
Circulatory system, the heart blood vessels, veins and arteries.

Lymph gland system

Nervous system

Sense organs
The skin, organs of balance and hearing, the organs of sight, the organs of taste and smell.
VIII Hygiene in Schools and Physical Exercises - 1980
120 sessions

General hygiene

The subject and aims of hygiene as a science.
Hygienic atmosphere.
Hygiene of water and ground surfaces.
Hygiene of food.
Personal hygiene and prevention of the spread of disease.

Hygiene of children and teenagers

The subject and aims of school hygiene. Improving children's health and teaching them about hygiene.
Children's physical development.
Factors influencing children's health improvement and physical development: the air temperature and light regime in school rooms, the hygiene of educational equipment and pupils' clothes and footwear.
The prevention of disease in children's collectives.
The hygiene of educational-upbringing work in schools and in other educational and health establishments.
Hygiene in professional-technical schools.
Hygiene at home and in pupils' extracurricular activities.
Hygiene of school premises.
Hygiene in teachers' work.

The hygiene of physical education

General hygienic characteristics of physical education and strengthening the health of children and teenagers.
Hygienic regulations in athletes' regimes.
The hygiene of sports buildings.
The hygiene of sports activities: gymnastics and track and field athletics, sports, swimming, winter sports, 'tourism' and excursions.

Laboratory and Practical Work

1. Hygiene of the atmosphere
2. Good light conditions
3. Water
4. Nutrition
5. Hygienic considerations regarding school premises and the educational process
6. Hygiene of school buildings

IX  Skiing and Methods of Teaching - 1980  240 sessions (216)

1st Year

Lectures and Seminars

Historical review of the development of skiing sports.
Ski equipment, its storage and care. Sports facilities for skiing lessons.
The principles of movement on skis.
Organising and conducting skiing competitions.

Laboratory Work

Care of and repair of skis and ski-poles.
Choice of skis.

Practical Work

Knowing the techniques and methods of teaching movement on skis.
Games on skis.
Slalom.
Requirement for Credits

1. Attain a pass in the theory of the subject.
2. Know the technique of special exercises for walking, climbing a hill, descending, stopping and turning while moving.
3. Know how to teach the subject. Demonstrate and correct mistakes in moving on skis.
4. Reach the required standard on skis.

<table>
<thead>
<tr>
<th>GRADE</th>
<th>MEN 10km</th>
<th>WOMEN 5km</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>48 mins.</td>
<td>28m 30 secs.</td>
</tr>
<tr>
<td>Good</td>
<td>50 mins.</td>
<td>30 mins.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>52 mins.</td>
<td>33 mins.</td>
</tr>
</tbody>
</table>

5. Know the GTO norms for skiing.

2nd Year

Lectures and Seminars

The main techniques of movement on skis.
The main methods of teaching.
Forms of organising work and lessons in skiing and ski training.
The main methods of training.
The organisation and methods of conducting work in skiing with schoolchildren.
Planning and recording educational and extracurricular work in ski training and sport.
Organising and conducting skiing competitions.
Methods of scientific research in skiing.
Practical Work

Have the technique and methods of teaching ways of movement on skis.
Games.
Slalom.
Jumping on skis on a trampoline.

Laboratory Work

The classification of skis.
Ski waxes.

Requirement for Credits

Full assessment of the ski course:
1. Pass in the theory and methods of teaching skiing
2. Know the technique of special exercises and different ways of travelling, stopping and turning
3. Know the requirements for teaching skiing: conduct skiing lessons
4. Judge skiing competitions
5. Pass the norms for skiing

<table>
<thead>
<tr>
<th>GRADE</th>
<th>MEN 15km</th>
<th>WOMEN 10km</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>IIIrd Rank</td>
<td>IIIrd Rank</td>
</tr>
<tr>
<td>Good</td>
<td>1hr. 15 mins.</td>
<td>1hr. 4 mins.</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>1hr. 20 mins.</td>
<td>1hr. 8 mins.</td>
</tr>
</tbody>
</table>

6. Pass on examination in the theory and methods of teaching skiing in the current programme

Students wishing to specialise in skiing may attend additional lectures and training sessions throughout their stay at the institute. The training is arranged according
to their sports ranking, and is described in Tables 42 and 43 in the main body of this thesis.

X  Sports and Methods of Teaching - 1980  434 sessions (310)

Please refer to the table in this Appendix which lists the activities and time which was allotted to each in the 1980 programme. In the 1984/85 programme, the subject was given less total time, but we can assume that the weightings were similar.
### TIMETABLE FOR THE SPORTS COURSE (1980)

<table>
<thead>
<tr>
<th>TYPE OF SPORT</th>
<th>Total Sessions</th>
<th>Lectures</th>
<th>Seminar</th>
<th>Practical Sessions</th>
<th>1st Term</th>
<th>2nd Term</th>
<th>Training Camp</th>
<th>3rd Term</th>
<th>4th Term</th>
<th>Training Camp</th>
<th>5th Term</th>
<th>6th Term</th>
<th>7th Term</th>
<th>8th Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>General matters in the theory of sport</td>
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<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Basketball</td>
<td>92</td>
<td>4</td>
<td>2</td>
<td>86</td>
<td>2/30</td>
<td>2/58</td>
<td></td>
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</tr>
<tr>
<td>Volleyball</td>
<td>74</td>
<td>4</td>
<td>2</td>
<td>68</td>
<td>2/56</td>
<td>2/14</td>
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</tr>
<tr>
<td>Handball</td>
<td>44</td>
<td>4</td>
<td>2</td>
<td>38</td>
<td>0/20</td>
<td>4/20</td>
<td></td>
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<tr>
<td>Ice Hockey²</td>
<td>52</td>
<td>6</td>
<td>2</td>
<td>44</td>
<td>6/12</td>
<td>0/34</td>
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<td>Soccer</td>
<td>50</td>
<td>6</td>
<td>2</td>
<td>72</td>
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<td>6/34</td>
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<tr>
<td>Field Hockey</td>
<td>8</td>
<td></td>
<td>2</td>
<td>6</td>
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<td></td>
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<td></td>
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<tr>
<td>Tennis</td>
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<tr>
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<td>2</td>
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<tr>
<td>Gorodki</td>
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<td></td>
<td>2</td>
<td>6</td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Badminton</td>
<td>8</td>
<td></td>
<td>2</td>
<td>6</td>
<td></td>
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</tr>
<tr>
<td>Review of the methods of the work of the main course</td>
<td>46</td>
<td>10</td>
<td>10</td>
<td>26</td>
<td>2/70</td>
<td>2/58</td>
<td>6/34</td>
<td>1/632</td>
<td>0/34</td>
<td>4/20</td>
<td>2/56</td>
<td>2/14</td>
<td>0/40</td>
<td>16/36</td>
</tr>
</tbody>
</table>

**Notes:**
1. The first number signifies the number of lectures and the second shows the number of seminars and practical sessions.
2. Men do ice hockey and women field hockey on the main course. In the minor course they change.

**Source:** Programmy pedagogicheskikh institutov (Moscow, 1980) p.22.

36 sessions

(One of the list of courses from which students may make their own choice)

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>FORM OF WORK</th>
<th>NUMBER OF SESSIONS</th>
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<tbody>
<tr>
<td>1. The role of psychological knowledge in the activities of children's sports organisers</td>
<td>Lectures</td>
<td>2</td>
</tr>
<tr>
<td>2. The psychology of the personalities of young athletes</td>
<td>Lectures</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Seminars</td>
<td>2</td>
</tr>
<tr>
<td>3. The psychology of children's sports collectives</td>
<td>Lectures</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Seminars</td>
<td>2</td>
</tr>
<tr>
<td>4. Psychological principles in the formation of qualities necessary for young athletes</td>
<td>Lectures</td>
<td>4</td>
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<tr>
<td></td>
<td>Seminars</td>
<td>2</td>
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<tr>
<td>5. Psychological principles in the formation of sports skills in young athletes</td>
<td>Lectures</td>
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</tr>
<tr>
<td></td>
<td>Practical work</td>
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<tr>
<td>6. The psychology of games and children's sports competitions</td>
<td>Lectures</td>
<td>2</td>
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<tr>
<td></td>
<td>Practical work</td>
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<tr>
<td>7. Psychological analysis of the activities of a children's sports organiser</td>
<td>Lectures</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Seminars</td>
<td>2</td>
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</tbody>
</table>

Total for each:

- Lectures: 16
- Seminars: 8
- Practical work: 12

Total 36 sessions
APPENDIX Q

Record Card for Courses to Improve Teachers' Qualifications

(Card used at the Brest Region Institute for Teachers' Refresher Courses)

Page 1

<table>
<thead>
<tr>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Surname</td>
</tr>
<tr>
<td>2. First name</td>
</tr>
<tr>
<td>3. Patronymic</td>
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<tr>
<td>4. Date of birth</td>
</tr>
<tr>
<td>5. Nationality</td>
</tr>
<tr>
<td>6. Party membership</td>
</tr>
<tr>
<td>7. Education</td>
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<tr>
<td>8. Specialist subject</td>
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<td>9. Name of educational institution</td>
</tr>
<tr>
<td>10. Year of completing course at the educational institution</td>
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<tr>
<td>11. Teaching service from 19__ in city/town __________</td>
</tr>
<tr>
<td>12. Position</td>
</tr>
<tr>
<td>13. Certificated audio-visual aids user</td>
</tr>
<tr>
<td>Awarded &lt;__&gt; Date . By whom .</td>
</tr>
<tr>
<td>14. Region (town/city)</td>
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</table>
### Teaching Activities

<table>
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<tr>
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<tbody>
<tr>
<td>1.</td>
<td>School</td>
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<tr>
<td>2.</td>
<td>Post</td>
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<tr>
<td>3.</td>
<td>Teaching load in speciality</td>
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<td>4.</td>
<td>Teaching load in non-speciality</td>
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<tr>
<td>5.</td>
<td>Class leader</td>
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<td>6.</td>
<td>Extra-curricular work (subjects)</td>
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<tr>
<td>7.</td>
<td>Methods work</td>
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<tr>
<td>8.</td>
<td>Subject of general experimental work</td>
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<tr>
<td>9.</td>
<td>Results of certificates</td>
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</tr>
<tr>
<td>10.</td>
<td>Teachers' improvement courses</td>
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<tr>
<td>11.</td>
<td>Who filled in the form</td>
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<tr>
<td>12.</td>
<td>Date it was completed</td>
<td></td>
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<td>Date given</td>
<td>Award</td>
<td>Notes</td>
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</tbody>
</table>
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Byulleten' normativnyich aktov Ministerstva prosveshcheniya SSSR (Report of the normative acts of the USSR Ministry of Education), No.11 Moscow, 1983.


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Yedinaya vsesoyuznaya sportivnaya klassifikatsiya 1973-1976

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Western Journals

British Journal of Teacher Education
International Review of Sport Sociology
Journal of Sports History
Quest
Soviet Education
Soviet Geography

Soviet Journals

Fizicheskaya kul'tura v shkole (Physical culture in schools)
Molodoi kommunist (Young communist)
Sovetsky sport (Soviet sport)
Soviet Union
Sport v SSSR (Sport in the USSR)
Teoriya i praktika fizicheskoi kul'tury (Theory and practice of physical culture)

VISITS AND INTERVIEWS 1981-1985

USSR Ministry of Education, Moscow, 2 April 1985
Bogoslovsky, V.P. Head of Physical Education Department. Responsible for PE in all Soviet schools.
Kruglov, Mr. Head of Department Responsible for Training Physical Culture Teachers.

Research Institute of Physiology of Children of the USSR
Academy of Sciences, Moscow, 3 and 4 April 1985
Kolesov, D.V. Director
Lyubomirsky, L.E. Physiologist
Meikson, G.B. Researcher
Koshavaya, M. Post-graduate student. Olympic gold medallist in swimming, 1976.

City Methodological Centre for Physical Education in Schools, Leningrad, 14 April 1983
Director
Staff
City Methodological Centre for Preschool Education, Leningrad, 18 September 1981
Kutusova, I.A. Director
Maskalienka, V.I. Head of the Health Section

State Central Order of Lenin Institute of Physical Culture (GTsOLIFK) Moscow, September 1981

Lesgaft Institute of Physical Culture, Leningrad, September 1981, April 1983, April 1985
Rector (1983)
Yevseyev, S.P. Pro-Rector (1985)
Vydrin, V.M. Lecturer (1985)

Herzen Pedagogical Institute, Leningrad, April 1985
Boborykin, A.D. Rector
Faculty of Physical Education:
Dean
Kalinina, I.F. Lecturer
Notkina, N.A. Lecturer
Petrov, B.A. Lecturer

Minsk Institute of Physical Culture, 11 September 1981

Pedagogical Institute, Brest, April/May 1985
Pro-Rector
Faculty of Physical Education:
Dean
Pristupa, N.I. Dean
Artem'ev, V.P. Lecturer
Ionov, B.D. Lecturer
Nepravsky, M.M. Lecturer
Volchok, I.P. Lecturer

Institute for Teachers' Refresher Courses, Brest, 29 April 1985
Krasheninnikova, M. Ya. Director
Toropchina, E.Z. Deputy Director

School No. 112, Moscow, 7 and 8 May 1985
Headmistress
Deputy Headmistress
Brovkina, N.P. Swimming Coach
Soccer Coach
Teacher of Physical Culture
School No. 185, Leningrad, 14 April 1983
Teacher of Physical Culture

School No. 228, Leningrad, 15 September 1981
Head of Physical Education Department

School No. 2, Brest, 5 May 1985
Romanovich, I.  Headmistress
Fedorova, V.T.  Teacher of Physical Culture

School No. 9, Brest, 4 May 1985
Barinova, M.I.  Teacher of Physical Culture

School No. 20, Brest, 27 April 1985
Rumentseva, R.N.  Head of Physical Education Department

Boarding School for Pupils Suffering from Scoliosis of the Spine, Brest, 29 April 1985
Deputy Headmistress
Boreko, T.P.  Doctor
Teacher of Remedial Gymnastics
Teacher of Physical Culture

Kindergarten No. 5, Leningrad, 19 April 1985
Headmistress
Doctor

Kindergarten No. 16 (Solnyshko), Brest, 30 April 1985
Headmistress
Methods Specialist Upbringer
Doctor

Dinamo SDYuSSh for Gymnastics and Ice Skating, Dinamo Stadium, Moscow, September 1981
Director
Coaches

Gymnastics SDYuSSh, Moscow, September 1981
Ranko, M.  Director
Coaches
Sverdlovsk Region DYuSSh, Moscow, September 1981 and March 1983
Director
Coaches

Znamensky Brothers SDYuSSh, Moscow, September 1981
Coaches
Doctor

Lokomotiv SDYuSSh, Leningrad, April 1983
Head Swimming Coach

SDYuSSh Specialising in Volleyball, Vasileostrovsk Region, Leningrad, 18 April 1985
Director
Deputy Director
Doctor

Soccer SDYuSSh for Olympic Reserves, Brest, 29 April 1985
Head Coach

Zhdanov Young Pioneers' Palace, Leningrad, 14 April 1983
Bulankova, L.P. Deputy Director
Head of SDYuSSh for Olympic Reserves
Head of City Methodological Centre for Physical Culture in Schools

'Hopeful Starts' Competitions, Brest, 25 April 1985
Organiser

Clothing Manufacturing Factory, Brest, 29 April 1985
Discussions with staff who organised physical exercises in the working day.