RESEARCH OF UNIVERSITY OF FORESTRY STUDENTS ATTITUDE TOWARDS THE DISCIPLINE “PHYSICAL EDUCATION AND SPORTS” WITH THE AIM OF OPTIMIZING THE EDUCATIONAL PROCESS

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ABSTRACT

Sports is a field of activity towards which people stress significant interest and which has the potential to reach everyone, regardless of their age, social status as well as physical qualities. Among Bulgarian society the question of youth and children’s health is increasingly becoming more actual means are being considered to increase their physical aptitude and overcome the low level of motor activity. The aim of the research is to ascertain the attitude of students of the University of Forestry towards the discipline “Physical education and sports” with the tendency of optimizing the educational process with the premise of improving the physical aptitude as well as the health status of students. A questionnaire survey was conducted in which 90 second-year students of the University of Forestry from the sports groups took part. A substantial amount of the interviewed believes that the educational process of physical education and sports in the University of Forestry could be improved, given that the number of practiced sports is increased and the educational programs are enriched in accordance with modern tendencies.

Key words: questionnaire survey, physical qualities, health status, motives, difficulties

INTRODUCTION

Sports is a field of human activity towards which people stress significant interest and which has the potential to reach everyone, regardless of their age, social status as well as physical qualities. Among Bulgarian society the question of youth and children health is increasingly becoming more actual, means are being considered to increase their physical aptitude and overcome the low level of motor activity.

The function and significance of physical education and sports in universities is an actual topic of discussion and scientific research. Over the last years mainly physical aptitude, as well as specific employability of students in separate types of sports, constantly undergoes changes (1, 2). The period, including the years of study, is a type of work for students. Work, which in essence is linked to long hours spent behind student benches, in front of the computer, on books. Work connected to achievements in scientific and technical progress, which however leads to more immobilization, especially of younger students. The concerns of their physical, as well as psychological health, improvement, and prevention, are increasingly gaining traction (3). Physical education in universities is an integral part of education. The quality of organization and conduction of activities determines the level of their physical preparedness and health as well as an attitude towards physical culture after graduation (4).

The democratic changes in society inevitably call for changes in universities. It is necessary that these transformations are tailored in accordance with the needs of people, for whom they are made. The preferences and interests of students change towards the sports disciplines as well as their satisfaction with both the educational and training processes (5-7).
University sport is a service provided to offer students an opportunity to participate in sports activities. Universities’ sports activities programs should include new sports that respond to the needs and demands of students apart from well-known sports. There is a need for a wide exchange and mobility between universities in the field of sport (8). Previous studies showed that the offering of different sports programs with a large variety of sports activities helps to increase the number of participating students (9, 10). This is the reason as to why the entertaining, recreative and prophylactic functions of physical education and sports become more actual in universities (11).

The author G. Ignatov researches the opinions of students, which is the feedback with tutors, aiming to optimize the process of education in the specialty “Physical education and sports” (12, 13). The problem of increasing the efficiency of the educational process in universities is especially actual to this day.

GOALS, TASKS, ORGANIZATION AND METHODS OF RESEARCH

The goal of the research – to establish the attitude of students of the University of Forestry towards the discipline “Physical education and sports” in a high school as well as universities.

Main tasks:
1. Theoretical visualization of the problem;
2. Conducting a questionnaire on the students of the University of Forestry;
3. To research what the state is and what are the actual problems of the discipline physical education and sports in universities with the tendency of optimizing the educational process with premise of improving the physical aptitude and health status of students.

Methods of research:
For the accomplishment of the goal a questionnaire survey was conducted in October 2019 in Hall “Bonsist”. The contingency of the research were 90 second-year students of the University of Forestry from sports groups. Among them, 43 were men and 47 women. The distribution of the interviewed students by specialty is as follows: Veterinary medicine - 17, Forestry - 25, Landscape architecture - 9, Plant protection - 5, Ecology, protection and remediation of the environment -11, Agronomy - 13, Engineering design - 6 and Technology of wood and furniture - 4. The questionnaire survey contained 21 questions, introduced with 70 subunits. After data processing we can summarize one part of the answers as follows:

On the question “According to you, was the conduction of the educational process in the Physical Education subject efficient in high school?” 43% of the students answered “Completely”, 22% answered “Partly”, 25% “Satisfactory” and 10% “No” (Figure 1).

The reasons as to why the physical education and sports classes were carried out inefficiently, according to students shown in Figure 2.
From the received answers it becomes apparent that 31% believe that the primary reason for the inefficiency of conducted classes of physical education in high school is the offhand manner of their classmates during classes, while 29% of the interviewed point out the lack of educational means as the main reason and only 19% of them consider that this is due to the insufficient motivation and lack of competency of their tutor (Figure 2).

Compelling are the answers to the question “Do you spend time on mountain tourism?”. 72% of the interviewed students spend time on tourist activities. It is fortunate that such a substantial amount of people have a positive outlook towards nature and the mountains. The other 28% are not favorable of tourism.

From those who answered “Yes” on the previous question is highest (23%) among students, who exercise tourism activities twice a week. The distribution of frequency and practice of tourism is shown in Figure 3.

On the question “Can you ski and if you can, what is your level?” 61% of the students cannot ski. A significant percent (39%) can ski and their level is as follows -51% of them are beginners, 23% are semi-beginners, the same proportion (23%) is advanced and only 3% are experts (Figure 4).
From the received answers to the question “Can you swim?” it becomes evident that 86% of the students can swim. This large percent may be due to the fact that swimming is one of the most practiced sports in early age. The remaining 14% cannot swim (Figure 5).

The answers to the question “Your participation in sports activities during physical education and sports classes is?” shown on Figure 6.
The majority of the interviewed - 56% with great pleasure take part in the activities during physical education and sports classes, 32% do not always participate with pleasure, 12% of the students are unable to express similar opinions.

“What motivates you (or what would motivate you) to practice sports?” is the upcoming question (Figure 7).

The primary motives behind 49% of the students are the belief that with the help of sports they will maintain a good functional and healthy condition. The second in importance reason, according to 23% of the interviewed is the determination that they will experience pleasant emotions during sports activities. For 18% of them the driving force is the ability to learn the technique in a certain sport, whereas for 6% is the desire to participate in an organized competitive activity.

The answers to the question “Point out the leading motives for the attendance in training sessions during physical education and sports in universities?” are very similar in percentages. The emotional and physical relief are the leading motives for 29% of the interviewed students to attend training session during physical education and sports classes in universities. The same proportion (26%) is the answers “To improve my physical ability” and “To learn the technique in a certain sport”. Attention has to be paid to the fact that 18% of the interviewed attend physical education and sports classes by obligation as a student and due to the need to get a final signature in the respective event (Figure 8).
Figure 9 displays the answers to the question “How many times a week do you wish to carry out activities in physical education and sports in your universities as an obligatory form of study?”. The next question is “How many times a week does you practice sports outside of physical education and sports classes in your universities?” A quarter of the interviewed students practice sports one time a week, separate from the regular physical education and sports classes in universities, 19% take part in sports twice a week, 18% three times a week. The number of students who practice sports more than 3 times a week is not insignificant (14%). However, it is disturbing that a large proportion (24%) does not practice sports outside of regular classes.

To the question “What difficulties do you encounter when it comes to training during your study?” a large proportion of the interviewed students (42%) do not have any difficulties during their sport training. The main difficulties that arise among 19% of the students is the inconvenient physical education and sports classes timetable, while 15% of all students is the change of sport each semester depending on the curriculum. For 3% of the students insufficiently equipped facilities causes problems during their training sessions (Figure 10).
We shall draw attention to the answers of the final question “Do you believe that the educational process of physical education and sports in the University of Forestry can be improved?”, which are displayed on Figure 11.

![Figure 11. Do you believe that the educational process of physical education and sports in the University of Forestry can be improved?](image)

Half of the interviewed students (51%) believe that the educational process of physical education and sports in the University of Forestry can be improved given that the number of practiced sports is increased. For other 15% of the interviewed improvement might occur with the development and application of new modern educational programs. A significant proportion (16%) is content with the current state of the educational process in physical education and sports classes at the moment.

CONCLUSIONS

The received results from the questionnaire survey provide us with the grounds to draw the following conclusions:

1) The vast majority of students (56%) wholeheartedly take part in physical education and sports classes. Emotional and physical reliefs are the main motives for 29% of them to attend physical education and sports classes in universities. It is imperative to note that 18% of the interviewed attend physical education and sports classes by obligation as a student and due to the need to get the final signature. Determining the motives and meeting the needs of students may stimulate their motor activity and consistency in their sports activities. This will lead to achieve one of the most imperative tasks of physical education in universities-forming sustainable interests and needs in students to reach physical perfection.

2) The large percentage (24%) of students who do not practice any sports outside of physical education and sports classes in universities is concerning. The reason lies in the lack of developed habits in earlier years of life. There has been a tendency over the years to decrease the number of obligatory sports classes, which on its own behalf has a negative impact on their physical aptitude.

3) It is fortunate that a large percentage of students (72%) have a positive outlook on nature, the mountains and tourism. From them, the largest is the percentage of students who spent time on tourist activities twice a week at 23%.

4) A significant percentage (39%) of the interviewed students can ski, 51% of who are beginners, 23% semi-beginners and just as much are advanced. The remaining 61% cannot ski. This necessitates the development of a methodology for training advanced skiers, which assist the work of tutors during the ski practice.

5) A very large proportion of students can swim (86%). This may be due to the fact that, according to the interviewed students, swimming is one of the most commonly practiced sports in preschool and school age.

6) The main difficulties that students come across regarding physical education and sports is the inconvenient physical education and sports classes timetable and the change of...
sports each semester depending on the curriculum.

7) Half of the interviewed students believe that the physical education and sports process at the University of Forestry can be improved given that the number of practiced sports is increased. One of the right and effective pedagogical decisions is the enrichment of educational programs in accordance with modern trends.

REFERENCES