



SOME ASPECTS OF THE PHYSICAL EDUCATION AND SPORT TEACHING CONTENTS AT THE SECONDARY SCHOOLS

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ABSTRACT

The **purpose of the study** is to examine some aspects of the physical education and sport teaching contents for students from the gymnasium stage of the secondary schools in Bulgaria as important component of the structure of the teaching-instructive work in the process of education. **Methods of the study** – the following scientific-research methods – analysis of literature sources, content analysis and system approach are applied for implementing the purpose and solving the tasks of the study. Theoretical model is taken to the front, structuring some aspects of the physical education and sport teaching contents for students of the gymnasium stage of education, which considerably define the effectiveness of the education on the subject. **Results:** solving the educational, instructive and health tasks in the process of education, application of the basic characteristics of the competence approach – mastering knowledge, skills, relations and competences, perfection of the abilities of the students from the gymnasium stage for independent practice of physical activities, application of innovative approaches and practice. **Conclusions:** It can be generalized in conclusion that the structure and characteristics of the physical education and sport teaching contents are fundamental for the effectiveness of the teaching sessions and the harmonious development of the students.

Key words: educational, instructive and health tasks; knowledge; skills; intention; competences; innovative approaches and practice.

INTRODUCTION

Physical education and sport as teaching subject of the students' general education preparation is characterized by specificity of teaching, i.e., execution of the teaching process in the conditions of motive-cognitive activity. That is the only subject where the students perform active physical activity in addition to the intellectual one. The planned content of the subject is directly related to achieving the purposes, which are multi-directional and to the realization of the educational, instructive and health tasks.

The effectiveness and quality of education in physical education and sport result from the strict organization of the teaching activities while the teaching content of the subject is of

fundamental importance. The levels of the general preparation of the students at the end of each stage and degree of education is determined by Order No. 2 related to the teaching content and teaching programs. Activities from the obligatory and vocational fields of the general preparation, directly corresponding to the learning of knowledge, skills and relations are mastered in that direction (1).

It is written in Annex 8 of the State educational requirements that: 'the preparation in the physical education and sport teaching subject is based on the principles for variety of the sport-technical and tactical knowledge and skills, diversity and harmony in the development of morph-somatic qualities and motive abilities' (2). The skill of healthy way of life and optimal physical and psychic development is build up by the physical education and sport teaching subject (3).

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Research data from scientific studies point out that the basic purposes of the physical education at school are not limited to improving the students' physical skills and abilities only, but cover a wide range of impacts on their emotional, social, cognitive and motivation processes (4). The coming up generation can more successfully adapt their transition to the life of the grown up by developing their personal and social skills (5). Other authors say that by participating in the physical education and sport activities, the students can to full value develop precisely these personal and social skills (6). K. Hardman says that physical education and sport activities at school appear as way of impact on great percentage of the children in the world to build up qualities of successful parents and citizens (7).

Conclusion can be made in this aspect that varied actions are needed for realizing the physical education and sport purposes and tasks but the teaching contents entered into the teaching programs takes central position in implementing the cognitive-motive activities during the process of education.

The organizational structure of the teaching-instructing work is concreted by the fact that the teacher implements the teaching of the teaching material, organizes the various activities of the students according to the teaching contents – specific for the subject and the age of the students. Relying on I. Marev's and P. Petrov's conception model, other two authors examine certain structural components characterizing the approach to learning the physical education and sport teaching contents. "The activity of the students as totality of certain ways of learning the new knowledge; cognition – as process and result of that activity; socialization – as form of interaction between the teacher and the student take part in that interaction. Respectively to the said above both the activity and cognition and contacts are reproduced cyclically into new activity, new cognition, new socialization (8).

MATERIALS AND METHODS

Purpose of the study: to examine some aspects of the physical education and sport teaching contents for students from the gymnasium stage of the secondary schools in Bulgaria as important component of the structure of the teaching-instructive work in the process of education.

Tasks of the study:

1. To do research and theoretical analysis of literature sources and normative documents on the issue under study.
2. To analyze some aspects of the physical education and sport teaching contents at the secondary schools.

Subject of the study are part of the basic directions in physical education and sport teaching directly corresponding to learning the teaching contents, i.e. solving the educational, instructive and health tasks in the process of education, application of the basic characteristics of the competence approach – mastering knowledge, skills, relations and competences, perfection of the abilities of the students from the gymnasium stage for independent practice of physical activities, application of innovative approaches and practice.

Methods of the study – the following scientific-research methods – analysis of literature sources, content analysis and system approach are applied for implementing the purpose and solving the tasks of the study. Theoretical model is taken to the front, structuring some aspects of the physical education and sport teaching contents for students of the gymnasium stage of education, which considerably define the effectiveness of the education on the subject (**Figure 1**).

RESULTS AND DISCUSSION

Chapter six, Section I "Degrees, stages and kinds of school education" of the Pre-school and school education Law (PSEL) defines that studying for acquiring secondary education is realized from VIIIth to XIIth grade including into two stages, as follows:

1. first gymnasium stage – from VIIIth to Xth grade including and
2. second gymnasium stage – XIth and XIIth grade including (9).

It is characteristic for the students at that age period to already possess rich arsenal of theoretical knowledge and motive experience; these are reliable prerequisites for higher level of consciousness and activity of the students in the gymnasium stage.

The general education preparation for all subjects at that stage of education, incl. physical education and sport is defined by state educational requirements for the teaching contents, set up in the respective normative

documents. The educational preparation of the students is acquired during the complete education at school and covers some key components, one of them being: “skills for support of stable development and healthy way

of life and sport” (3) towards which the “physical education and sport” subject is directly related.

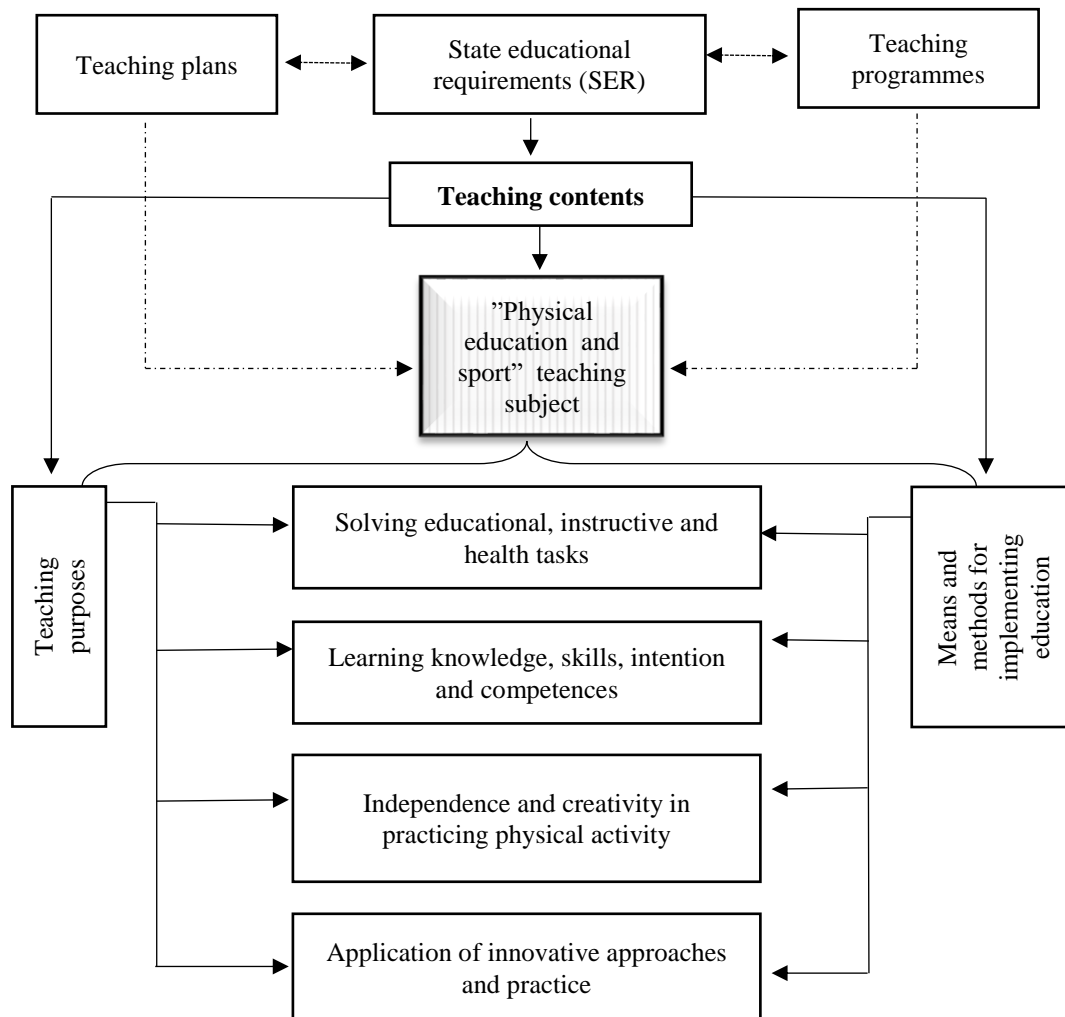


Figure 1. Theoretical model of some aspects of the physical education and sport teaching contents

Mastering of knowledge, skills and relations is performed by obligatory and vocational fields of teaching contents. Obligatory fields cover the following kinds of sport – athletics, gymnastics and sport games (basketball, volleyball, handball and football) while vocational ones vary depending on the educational degrees – in that concrete case the following kinds of sport are set up for the students from the gymnasium stage of the secondary school – swimming and water sports; tourism, orientating and winter sports; racket sports; fitness and martial sports; chess.

The first direction of the analysis is related to the implementation of the teaching purposes and solving of the educational, instructive and health tasks. By the requirements for mastering two of the obligatory and one of the vocational fields of the teaching contents, the students from the first and second gymnasium stage of secondary education pass on from general sport education and general physical preparation to more purposeful activities by a concrete kind of sport and specific physical preparation. Choice of sport is most usually defined by the interests of the students, the school traditions, professional competences of the sport pedagogue, etc. The specific physical

preparation is related to enlarging the motive experience, mastering of specific skills and habits and development of motive qualified characteristic for the concrete kind of sport.

The implementation of the health tasks is taking place by learning the role and importance for taking up healthy way of life and systematic physical activity performance. The educational reforms effected in some countries were reasoned by the changes made in the physical education and sport teaching contents and directed to healthier and more active way of life concept. In that aspect, they are orientated to interrelation between the physical education, health, personal and social development of the coming up generation. Answering that, some teaching programs are listing new fitness-based sport activities as aerobic, jazz-gymnastics, etc. (10). Various fitness programs covering purposeful physical exercises and rich variety of health related movements appear as innovative forms of physical activity (11).

Sport games as obligatory element of the teaching contents answer most directly to the requirements for implementing the instructive tasks in the process of education. Team work, collective spirit, fair play, providing help and empathy to the team mates, respect to the

opponents are small part only of the positive instructive impact which collective games effect on the personal qualities of the students. Additional to that, the games provide health impact on organism because of their characteristics, defining them as specific kind of motive activity. They influence complexly and positively various organs and systems in the body, improve the physical development and preparation and increase the physical ability level (12).

Mastering of knowledge, skills, relations and competence is another aspect of the theoretical model.

Notion of *competence* in translation from Latin "competens", means "able" (13). Key competence represent a totality of knowledge, skills and relations, needed for the personal development of the individual during the whole life, his/her socialization, realization and active civil position (3).

By changing the education focus from formal one to competence education implemented by the help of the competence approach, a team of authors outline knowledge, skills and competence as basic structures of the teaching contents, presented in **Figure 2.** (8:40).

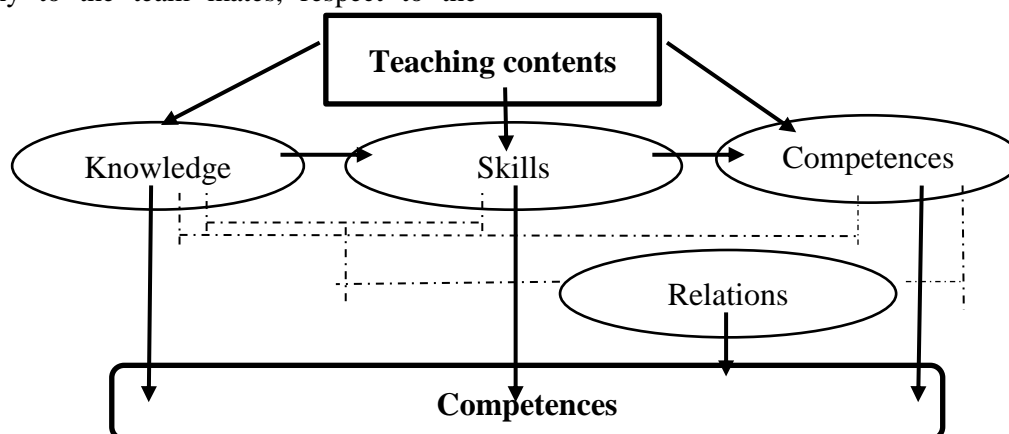


Figure 2. St. Ivanov's and N.Tsankov's teaching contents construction

Salin & Huhtiniemi, in their study in relation to the reforms in the teaching contents in Finland -2016, establish that one of the basic aims in relation to the changes in the teaching programs, respectively and teaching contents, is to limit the teaching of some sports from the obligatory and vocational fields (athletics, gymnastics, sport games) and introduce the idea for the application of various sports by which the students will learn and develop valuable skills and abilities, applicable in life.

In answer to that, the following directions for the development of concrete key competences are listed, defined in the respective components:

Physical functional capacity

- conscience and responsible execution of the physical activities;
- skills for self-observation and finding adequate solutions;

- optimal development of basic motive skills (when performing equilibrium and locomotive movements);
- knowledge and self-evaluation of the physical ability level (speed, strength, flexibility, endurance, dexterity);
- swimming and water saving skills;
- knowledge in relation to the safety upon execution of the motive activities in the physical education and sport teaching process.

Social and psychological functional capacity

- Team work and mutual respect;
- following the “fair play” principles and taking responsibilities;
- independence and responsibility for the acts and actions;
- positive relation to the own body and self-effectiveness;
- realizing the importance of physically active way of life;
- information in relation to the possibilities of entertaining physical activities (14).

Students' independence and activity interact in direct correspondence with the listed competences. Except helping adequate decision taking, they increase the motivation for systematic and purposeful physical activities too. Consequently, the idea of the students' welfare and creation of attitude to active and healthful way of life, should be establish into the physical education and sport teaching contents. The decision to increase and optimize the out-of-class forms of physical education and sport activities too appears as additional possibility for reaching positive results in that aspect (15).

The last aspect of the analysis is related to the application of innovative approaches and practice in the physical education teaching and enriching in that direction the teaching contents set up in the teaching programs. At the end of 2019 and the beginning of 2020, the world landed into the conditions of pandemic, unknown up till now. The identified dangerous Covid19 virus was spread out all over the world, including Europe. Its consequences proved disastrous for the health, economic, social and political spheres, as well as the educational one, which proved to be hit hard and of lasting negatives.

The social isolation imposed substituted the traditional attendance education by distance education in electronic environment,

introducing the distance form of education. Under these changes, immediate re-organization of the teaching process was imposed as well as application of innovative elements in relation to the teaching contents. Lacking was the direct interaction between teacher and student and timely control on the execution of the of the set up activities. Great part of the physical education teachers entered into their teaching sessions various fitness complexes from Internet, i.e., training of high intensity “Tabata” – created in Japan in 1996, “Zumba” – combining dancing elements, aerobic and fitness (16) and others, which contributed in their own way to the standard teaching contents. The educational-theoretic component was also entered into the teaching process where learning of new knowledge and the expected results were implemented by the help of various educational platforms as “I study”, “Kahoot” and many other. All that most probably shall have its influence and give new directions for restructuring the physical education and sport activities set up in the teaching contents which respectively shall optimize and update the physical education and sport teaching process.

CONCLUSIONS

It can be generalized in conclusion that the structure and characteristics of the physical education and sport teaching contents are fundamental for the effectiveness of the teaching sessions and the harmonious development of the students. The obligatory and vocational spheres and the kinds of sport entered into them can be defined as functional for achieving the teaching aims and solving the educational, instructive and health tasks. Anyhow, decisions should be sought in relation to the introduction of specific physical activities which shall enrich the personal development of the students, shall develop applicable knowledge and skills directly related to their socialization and wellbeing. Modern requirements in the teaching process are directed to mastering key competences. The introduction of informational and electronic technologies imposes the enrichment of the traditional education by innovative approaches and practice. The efforts in educating the students should be directed to building up abilities for extracting the essence from the overflowing informational wave and finding ways for enlargement by their own knowledge and creativity.

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