SPORT AS EDUCATIONAL PROCESS IN STUDENTS

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Abstract

The lessons in physical education form the basis for building life skills and giving young people the opportunity to have an independent and healthy life while experiencing direct connection between intellectual and physical knowledge, which is the key role of sport at school.

Children at the nursery and primary schools, respectively, develop particularly intensively in games-functional, constructional, role-playing games, etc. In children of this age, volitional processes, attention, memory and cognitive operations proceed more intensively in gaming situations than in most other activities.

In secondary education the main focus is on building autonomy, the foundation of which is laid by the initiative type of activity with the task set by the teacher.

Physical education and sport "is the learning subject that is directly responsible for the physical health of students in all age groups, its purpose and objectives are aimed at educating the complex personality traits of the students and the latters' socialization.

Key words: sport, educational process, students

1. INTRODUCTION

Regular physical exercise is essential not only for the physical but also for the psychological development of children and adolescents. Sport not only performs a functional role, it brings significant benefits in everyday school life as well. Obviously, sport helps children and young people alike to develop their physical abilities.

Physical education helps to reduce the variance in the other hours in learning process. It has been shown that it reduces aggression and improves coordination skills of children. In the classes coming after sport, the level of concentration of children is higher and for them it is easier to follow the lesson Bozhilov (2002).

Classic team sports enhance communication and educate students on the importance of team spirit and respect for the others to achieve total success. Children learn that one team - like a chain - is only as strong as its weakest fit. The team functions as a unit only if the skills of all its members are used efficiently.

As the lessons in sport at school do not put children under so much pressure as club or professional sport, the risk of exclusion of disadvantaged children here does not exist. Overall, the lessons of physical culture form the basis for building life skills and giving young people the opportunity to live independent and healthy lives due to the fact that they experience direct connection between intellectual and physical knowledge, which constitutes the key role of sport in school Vitanova (2000).

In addition to the classic sports disciplines such as athletics, gymnastics and football, there is a need - at every opportunity - for the curriculum to include "modern sports". Also, it is essential to ensure that sports classes in school reflect the preferences and needs of young people Alexieva (2002).
2. CHARACTERISTICS OF THE LEARNING PROCESS OF PHYSICAL EDUCATION IN SECONDARY SCHOOL

The development of physical culture and sport and building a modern system of physical education and sport require specificity and an overall concept of its nature, location and role as an integral part of the social policy of the state and society. The different directions, reflecting the activities in the development of mass sports, sports in school, child and adolescent sports, Olympic preparation and the condition of fitness facilities are necessary and mandatory components of economic and social changes in society Bazelkov (2003).

The topicality of such a strategy stems from the fact that the development of sport as a value among teenagers is in a period of change, as this process is accompanied by a number of problems such as deterioration of the physical development of the young generation in terms of its activity, the use of alcohol and smoking, increased drug abuse, and many other ailments; a substantial fall in the children’s interest in systematic sports activities and a lower range and quality of sport and competition activities among adolescents; an insufficient coordination and, in many cases, lack of interaction of state and public institutions with specialized sports formations etc Stoychev et al. (1995).

Physical education, sport and social tourism are part of the social activities in the field of public relations. Their implementation does not produce but consume material goods; however their importance in modern society is constantly growing. They contribute to physical recovery and improve the nation's health, offset the increasing imbalance between physical and mental work, play an important role in the social integration of individuals into society and psychophysical development of young people.

The ultimate goal of teaching physical education at school is to ensure the development of healthy, viable, intelligent, socially responsible children Bozhilov (1996).

According to psychologists, adolescence is a period of accelerated growth of the will. It seems that the main factor for the development of the will is the overall organization of schooling.

School games and training in physical education are the main events in the fields of sport, which allow the general physical condition of the students to improve. They are part of the learning process and are used during the training, based on a particular methodology.

Physical culture, as a particular type of activity with its inherent specific properties, provides great opportunities to build different qualities in students, including improving physical culture The educative force and personal impact of physical culture are expressed in the fact that they satisfy the natural desire of students towards the expression of their personality, knowledge, ability, morality. Moreover, physical education at school has contributed to the development of the coordination abilities of students Kotsev (2002).

It is well known that one of the basic laws of nature is the ability of living systems to adjust / adapt/ to various environmental factors. Sports training or teaching physical education at school can be seen as a special kind of adaptation that incorporates both term adaptations - fatigue and recovery of students and cumulative (permanent) modifications or known as fitness level and sports form.

The physical workout is an extremely effective "tool" for active, targeted impact on student development, improvement and expression of their motor and intellectual skills Kaburov (1983).

Locomotive activity is realized in space, i.e. movements are characterized by their spatial characteristics. In space, every movement is performed in a given direction and with a certain magnitude. The traits flexibility and coordination are related to spatial characteristics of motor activity, which are subjects of this study. Locomotive activity is carried out in time, i.e. movements are characterized by their temporal characteristics. In time, each movement is executed with a speed / intensity /, which is maintained in a different time duration. Speed and endurance are qualities that are associated with this type of characteristics Kotsev (2002).
Besides spatial and temporal characteristics, locomotive activity has force characteristics which relate to the trait of force. The trait of agility is related to space, time and force characteristics. For their development and improvement in the process of physical training two approaches are used:

- common approach - general physical training
- very specialized approach - a special physical training

Sports preparation of youth at school is consistent with the age of the children Yordanova (2001).

3. SPORT IN ADOLESCENTS AND SCHOOL AGE

The regularities and specificities in the development of adolescents, as well as their overall behavior, suggest not only physical and cognitive activity, but also acquiring habits, skills and abilities which can help students to apply the latter in practice. Building this new type of behavior in the learning process in physical education and sport should reflect the student's attitude, position and motivation to perform the activities. This requires the use of imitative methods, but also specifically the setting of conditions for rendering an independent and free choice to each student. Behavior is viewed as a personal form of expression, expression of one's own position on the basis of personal assessment, as a purpose and meaning of what is being done. For this it is necessary to implement a consistent approach with the age characteristics of the students Bozhilov (2002).

According to the new educational requirements, subject to the contemporary social needs, physical education should solve three main tasks: health and physical abilities, formation of general and special physical culture and sports skills and motivation for personal fulfillment.

To achieve these objectives it is necessary to meet the following guidelines: achievement of learning outcomes and education at any age and at the end of studies as a whole, the realization of the possibility adolescents to develop and perfect themselves so that school and after its completion Yordanova (2002).

The main means to achieve these tasks are: - physical exercise, and as a result of their exercise - functional load. They ensure optimum physical and functional condition of the student corresponding to age and their capabilities, as well as opportunities for self-maintenance, adjustment and increasing efficiency.

The learning process of physical education and sport cannot bring about any constant, definitive physical form in all physical attributes and motor skills, efficiency and self-control skills of the student. They require the systematic maintenance and development in order to counteract the negative phenomena in life and to provide a protective barrier for normal life Tepavicharov (1996).

The main task in the teaching of physical education and sport is for motor activity to become students' necessity and to cause a desire for independent exercise. It is performed with increasing cognitive activity and independence of pupils. It is the result of competent and highly professional information, dependent on the quality of knowledge in the course of the learning process, as well as on the projected results regarding the development of the student for a specified period of time Alexieva (2002).

During the learning process, the teacher must resolve, alongside the dominant role of physical activity, the conflicts between the physical, mental and intellectual abilities of each student. In turn, this leads to: first - the conversion of physical exercise of ordinary motor act into personal competitive behavior, and second - the ability of regulation, self-regulation and self-esteem.

Learning outcomes in physical education and sport depend not only on the selection of means and methods, but to a large extent on staging training, both within the individual lesson and as a whole, in which the teacher should very clearly define the parameters, not only of the locomotive but also of the cognitive activity in which motives play the most important part Kostov et al. (2001).
The process of transformation of certain knowledge into an ability to rationally use it in everyday life is a process of intellectualization of training and of the participants in it.

Intellect as mental skills is the possibility to make decisions in unfamiliar conditions. It is enriched human skill through preliminary knowledge enabling the detection and prediction of new knowledge to solve practical problems Malchev (2002).

The formation of motor habits passes through different stages: the didactic, psychological and physiological ones. The locomotive habit and knowledge expressed herein are based on the second signal system. This knowledge not only defines the conditions that promote the implementation of the basics of the technique, but the results and impact of the results on a personal level. The purpose of such knowledge in the course of training is to create conditions for understanding and interpretation of the operation, its benefits; thus the implementation of the exercise turns into a lasting pattern of behavior and personal expression. One of the conditions for the formation of high physical and functional capacity is receiving the richest and most varied cognitive information. A prerequisite for this is stipulated by the level of general and specific culture of the teacher, which is expressed in constant development and improvement of their professional skills and dynamic management of the learning process based on the disclosure of his logic Shterev (1977).

For students at the nursery school games are the main type of activity with its didactic and cognitive character aimed at achieving certain educational goals. This premise stems from the repeatedly confirmed knowledge that children in nursery and primary school develop particularly intensively in games - mechanic, construction, role-playing games, games with rules etc. All comparative experiments show that in children of this age volitional processes, attention, memory, cognitive operations etc. run, as a norm, significantly more intensely and at higher level in gaming situations than in most other activities and pursuits Yakimov (2004).

A number of motive, sport preparatory and sports games also allow for a more complete and clear picture of the studied discipline in students from elementary schools. The main type of activity in which the teacher demonstrates model performance and indicates how to achieve the goal is the performance[3]. The physiological and psychological effect of this type of activity is the formation of students' ability for self-control over their actions. Very suitable for this purpose for pupils are the games: "Crows and sparrows", "Over jump and columns ","Attacked ball ","Cat and Mouse "," Jump from circle to circle "," Bouncing circle ", "Two balls chase round "," Who will stand in the circle ","Circular relay "," Capitals "," White bear " and others. These games help to absorb the material in math - for utilization of lines and curves; to absorb circle and “circumference, angles, rectangles, triangles Yordanova (2001).

The most characteristic feature of each activity in physical education and sport is for it to have a sufficient in volume and intensity locomotive activity and to ensure the necessary for contemporary adolescents psychoemotional (psychosensorial) relief to their nervous system from the accumulated during the day and the week mental fatigue Alexieva (2005).

4. "PHYSICAL EDUCATION" IN SECONDARY EDUCATION

The tasks of the subject "Physical Education" - educational, correctional and healthful - are not enough to cover the variety of features and functions of this activity in terms of its impact and interaction in the pedagogical process.

In secondary education the focus of education should be building a sense of autonomy in the student, the foundation of which is an initiative type of activity, i.e. the target set by the teacher should be sought out by the students, who should also find ways of its implementation Using the initial driving experience is a prerequisite for self-regulation and self-assessment of the students’ own performance. Not until IX-XII grade, can students seek creative independence in organizational and methodological plan. Students themselves set the objective and the means to achieve it. In terms of this creative by nature activity they exercise full autonomy over the regulation and assessment of results Alexiev (2002).
The creation of conditions for proper morphological and functional development of students is the main task of physical education and sport. The specific organization and content of the educative work on this subject creates conditions for working closely with other subjects.

The role of cultural and educational field "Physical Education" is comprehensive and is directly related to the complex personal development of the students. In the class of physical education and sport students should meet their needs primarily by physical activity, and like any other learning process, it develops their cognitive abilities as well. The sports activities create conditions for the students in real, visual-operational environment to reflect once more, and thus to consolidate their knowledge better, to extend their range of concepts and categories typically developed in other subjects (Milenkova, 1997).

The realization of the full potential of the student in the modern educational process in physical education and sport requires of him not only physical and cognitive activity, but personal and behavioral ones.

The first two solve the problem of the conscious control of motor actions, while the third type of activity that is related to the continuous dynamics in the terms and relationships, demands an adequate behavior relation to the objectives and tasks of the group (Yanev, 1982).

In the students’ emotional-volitional and behavioral responses are set the mechanisms of the desired result, determining the most effective organization and methods of work.

The modern requirements towards the learning outcomes in physical education and sport must determine the need for implementation of the following major levels of management fundamentally - locomotive and functional, intellectual, psychological and personal. The specifics of this control lies in the characteristics of the learning process in which the disregard of one of the factors leads to rendering meaningless the logic of this process (Yordanova, 2000).

The level of activity of students underlying the entire process of physical education and sport depends on the requirements of the teacher and on the attitude of the students. The effectiveness of induced personality-driven activity in the course of physical activity is much greater than the ability of the teacher to shape the driving habit itself or to develop physical qualities. The motivation in the learning process of physical education and sport is a multifactorial phenomenon in the structure of which we can include the reasons for carrying out individual action. The real possibility for successful personal realization of the student depends on the reasons for participation in the learning process in general and the reasons for participation in diverse physical and sports competition (Zhekova, 1984).

Therefore, the aspects of the results of the educational process in physical education and sport are enshrined in the levels of management of this process. These aspects are: health-functional motor-regulatory and personal-motivational.

Raising the subject "Physical Education" to the level of a social factor is associated with clear delineation of the objectives and tasks of the logic of the educational process to all structures of our society, because the basis of this logic is the greatest wealth - the human health (Mihaylov, 1997).

The most important conditions for carrying out the functions of the subject and the integrity of the sports as a social phenomenon depend largely on the following requirements:

- Scientifically grounded training, providing connection of knowledge to action, in which the foreground is the personal development of the student;

- Continuous enrichment of criteria for assessing learning outcomes on functional, locomotive and especially on a personal level;

- Dynamics in the approaches, style and organization of work, to ensure optimum performance for individual personal expression;

- Continuous professional self-improvement of the teacher in charge of developments and prospects in the field of physical education and sport;
5. CONCLUSION

In the modern understanding of the phenomenon of sport, except for the health, the physical and functional condition of the participating parties in this process, the level of the psychological and physical characteristics of adolescents have a direct bearing.

Through priorities and motivation and using the methods and means of physical education and sport students should be put in situations where they can develop their capabilities to counter modern challenges, including survival, aggression, drugs, disease of the century.

The educational process in physical education and sport includes all modules (areas) of health education:

- The module "Physical Development and Efficiency" is its main task.
- The module "Prevention of substance abuse" is analogous with the health aspects of the first module Bozhilov (2002).
- The module "Personal Care" takes place from the first to the last grade of the learning process and also in extracurricular activities.
- The modules "Mental health and personal development" and "Human relations" also stand out in all educational content.

"Physical Education" is a learning subject that is directly responsible for the physical health of students in all age groups. Furthermore, its purpose and objectives are aimed at educating complex traits in the personalities of the students, as well as their socialization.

The right sense and intuition for social trends and challenges of life concern most specialists in the field of physical education and sport.

Any gaps in the health and functional status of adolescents are highly responsible for the viability and strength of the nation Momov (1985).

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