



STATE OF THE REGULATORY BASIS AND CONDITIONS IN THE LEARNING ENVIRONMENT FOR PROVIDING CLASS AND EXTRACURRICULAR ACTIVITIES IN PHYSICAL EDUCATION AND SPORT

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ABSTRACT

The development of the physical capacity and raising the level of motor skills have always been the main task of physical education and sports. The reduced physical capacity is a result of the reduced motor activity of the learners, ie. there are significant gaps in the motor regime in schools. In the development of extracurricular forms of sports we see one of the opportunities for purposeful and organized implementation of the tasks of the physical education with children in their leisure time. The condition of the normative base and the conditions for conducting the class and extracurricular activities of the physical education and sport is extremely important.

The purpose of our study is to examine the opinion of the physical education teachers on the legal framework and conditions in the learning environment to provide classroom and extracurricular activities in physical education and sports.

The survey method was used for the purposes of the study. A special closed questionnaire contains 17 questions and was compiled according to the nature of the survey. The survey was conducted in September and October 2020. The subject of the survey are 30 teachers, of which 13 men and 17 women. The results are analyzed and presented on the basis of the analysis of frequencies (f) and percentages (%).

Keywords: physical education, sports, regulations, learning environment, conditions, classroom and extracurricular activities

INTRODUCTION

In order for the system of physical education and sports to function, it is necessary to have the material base, pedagogical and coaching staff, financial, scientific and medical insurance. According to S. Belomazheva-Dimitrova, school is one of the institutions which are part of the national health system, responsible to protect, heal, strengthen and recover student's health. School, like an institution, provides knowledge about human health through school subjects such as Man and nature, Biology and health education,

Chemistry and environmental protection, Physical education and sport, etc (1). According to M. Aleksieva the state policy gaps regarding sports, low managerial commitment and public negligence provoke the need for a new vision of the activities and organization of physical education and sports in view of the new requirements of the dynamic global economy and human challenges in the new technological age. The lack of facilities, the not so rational use of the available material and technical ones, the poor conditions for the educational and training process, the insufficient forms of performances contribute to the negative attitude towards sports (2). The main task of physical education and sports is the development of physical capacity and raising the level of motor skills.

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A. Atanasov expresses the opinion that the reduced physical capacity is a result of the reduced physical activity of the students, i.e. there are significant gaps in organizing students' physical activities in schools. In the development out-of class sports activities we see one of the opportunities for targeted and organized realization of the tasks of physical education with children in their free time (3). According to S. Belomazheva-Dimitrova and D. Dimitrov, a serious problem is the development of dependence on electronic devices and prolonged television watching. These are one of the main factors leading to immobility and obesity among school-age children. According to the same authors, school plays a key role in forming the right attitude towards movement and in forming motor routine among students (4). One of the main reasons of the reduced physical capacity, is the lack of sports habits. The low level and disregard of the role of physical education classes in a significant part of the Bulgarian schools has especially contributed to the fact that young people do not feel any need for an active lifestyle (5). According to M. Aleksieva, unlike all other subjects, physical education only, has the task to emotionally relieve students from the accumulated mental fatigue. In this point, it can definitely be said that the natural and spontaneous desire to participate in classes are one of the most characteristic features of physical education, and the variety of pedagogical influences is achieved on the basis and with the means of various sports educational activities-playing, gymnastics, touristic and sports –competitive activities (6). K. Kostov reveals the contradictions between the requirements and the actual situation in school sports. According to him: „The prevailing assessment is that there is no other school activity in that is so directly related to the health of students” (7). According to J. Georgiev, „No specific methodological and organizational-managerial programmes have been developed to appear as a continuation of the mandatory classes in physical education and sports (8). There is no reasonable connection between the policies and programmes of the Ministry of Education and Science concerning integration, social inclusion, risky behavior prevention, prevention of school dropout, health and civic education with the programmes of the Ministry of Youth and Sports for development of physical education and sports among students (9). I. Vladimirova and B. Peneva, confirm the

need for qualified sports specialists in schools. They suggest paying attention to natural-applied movements, especially the sports games football, basketball, handball and volleyball (10). According to Belomazheva-Dimitrova, contemporary science of human nature clearly demonstrates that one of the most powerful means of preventing a disease, increasing the resistance of the child's organism, and enhancing physical and mental capacity, is the motor activity (11). The condition of the legal framework and the conditions for conducting class and out-of-school activities in physical education and sports are extremely important. In his research G. Ignatov reveals the main reasons for the incomplete conduct of the educational process in PE subject during his secondary education, which are: lack of good material base – 43%, subject is not taken seriously on the part of classmates – 31%, the teacher was not sufficiently motivated and was not at the required level – 19% and lack of teaching aids for sports – 7% (12). In recent years, Bulgarian school has been developing and introducing new educational documentation, which strives to follow European educational trends on one hand and preserving the identity and the positive aspects of native education on the other. An important and very significant step in this direction is the introduction of State Educational Standards (SES), which outline the framework requirements for school subjects, including the Physical Education and Sports (13). Many scientists believe that physical exercises, including those specific to the game of football, allow players to memorize their structure, develop their thinking, imagination and make sense of the connections between them. No less influence has football game on working out discipline, respect for the opponent, obedience to the collective strategy and will, as well as on formation of sports ethics, which are the primary tasks of education. Football activities create great opportunities for students to cultivate moral qualities, will to win, independence, organization, harden the character and give them self-confidence (14 and 15).

METHODS

The above factors necessitated the conduct of the present study, which aims to examine the opinion of Physical Education teachers on the legal framework and conditions in the learning environment to provide school and out-of-school

activities in Physical Education and Sports. To achieve this goal we set the following tasks:

1. To study the opinion of teachers about the working conditions in schools;
2. To understand the parents' opinion regarding the participation of their children in out-of-school sports activities;
3. To receive feedback on the efficiency of sports activities in schools and in particular on the development of football in schools.

The survey method was used for the purposes of the study. A specially closed questionnaire, consisting of 17 questions, was compiled according to the nature of the survey. The survey was conducted in September and October 2020. The subject of the survey are 30 teachers working in 17 schools in Veliko Tarnovo region. The obtained results are analyzed and presented

on the basis of the analysis of frequencies (f) and percentages (%).

RESULTS AND DISCUSSION

A total of 30 teachers were surveyed, 44% of them were men and 56% were women.

The surveyed teachers, 7% are under the age of 30, 66% are between the ages of 30 and 40, and 27% are between the ages of 40 and 50.

The total number of respondents, 56% are primary school teachers and teach Physical Education and Sports to 1st – 4th grade students, and the remaining 44% are PE teachers who teach students from 5th – 12th grade.

The work experience of the respondents is as follows: 7% have less than 5 years experience, 66% have between 5 to 10 years, and 27% have more than 15 years (**Figure 1**).

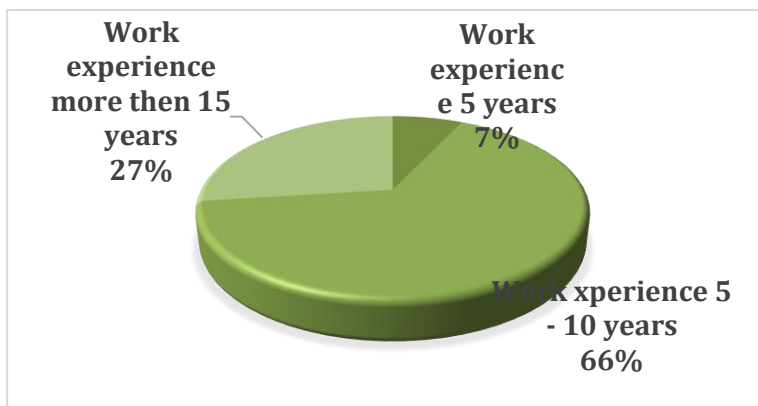


Figure 1. Work experience (%)

The question „Do you think you should improve your qualification?“, 100% of respondents answered in the affirmative.

The next question: „If yes, what topics do you want to include in your education?“, 13% say „Psychology“, 23% – „Dealing with

aggression“, 21% – „Working with children with special educational needs“, 14% – „Innovation in education“, 15% – „Extracurricular activities related to sports“ and 14% – „Other“ (**Figure 2**).

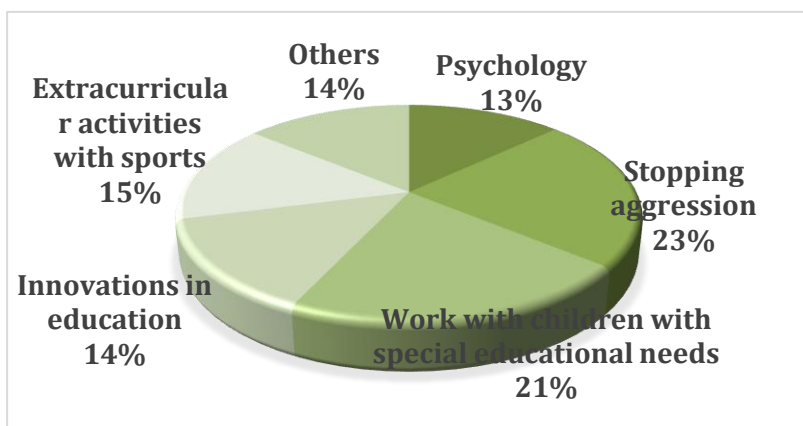


Figure 2. Topics for future training (%)

The next two questions „Do parents need to be aware of their children's success in out-of-school football activities?” and „Do you think parents should encourage their children to play sports?”, 100% of the surveyed teachers answered in the affirmative.

The question: „In what condition is the necessary equipment in your school?”, 83% answered „Good” and 17% believe that „There is a need for improvement”. No „Bad” answers (Figure 3).

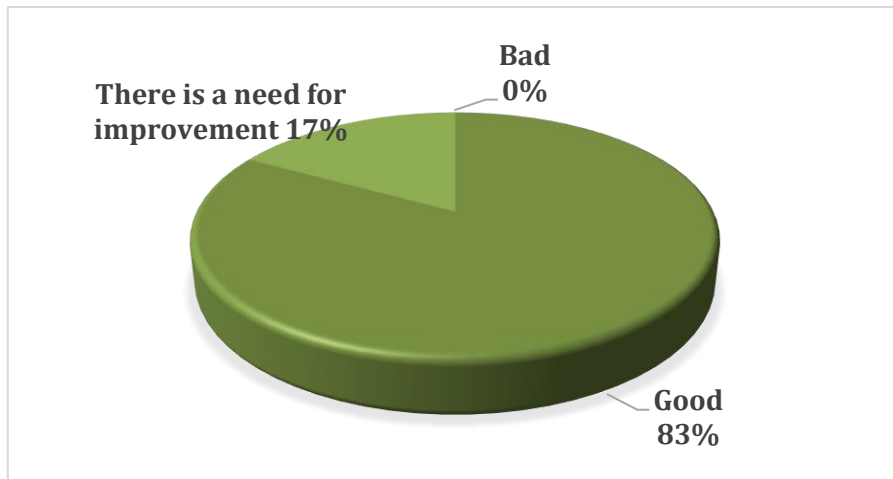


Figure 3. Condition of the material and technical base in the schools (%)

The next question: „Do you think that the available facilities provide a good prerequisite for the development of sports at school?”, all respondents answered „Yes”.

All respondents answered positively to the question: „Do you think that parents should be involved in out-of-class activities?”.

The next control question: „Should out-of-school football activities be linked to the students’ progress in their general education?”, 57% of teachers answered „Yes, they should not have the right to train below average (4.00)”, and 43% answer – „No, I do not think so”.

63% of the teachers answered positively and 37% answered negatively to the question: „In your opinion, is the normative basis for the development of sports in schools enshrined well enough in Pre-school and school education law?” (Figure 4).

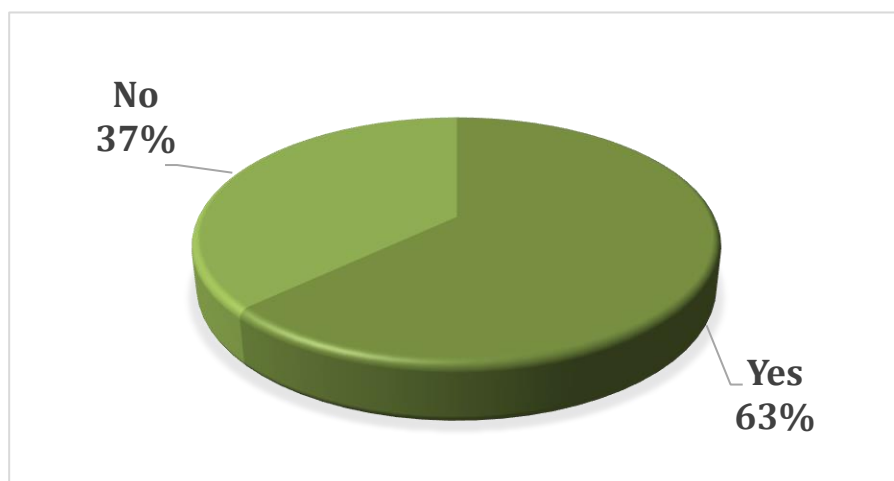


Figure 4. Is the legal framework for the development of sports in schools well Laid down in the law? (%)

The question: „Should a unified football methodology be developed by the Ministry of Education and Science together with the Bulgarian Football Union and the Ministry of Youth and Sports, which should be applied in

extracurricular activities in schools?”, 70% of teachers answered „Yes” and 30% with „No”. A very large percentage of respondents – 83% answered „Yes” and 17% „No” to the question: „Do you think that external factors

can affect the development of sports in schools? (Internet, sports broadcasts, publications, statistics, media)".

The important question „Do you think children play enough sports at school?", 73% of teachers answered „Yes" and the remaining 27% with „No" (Figure 5).

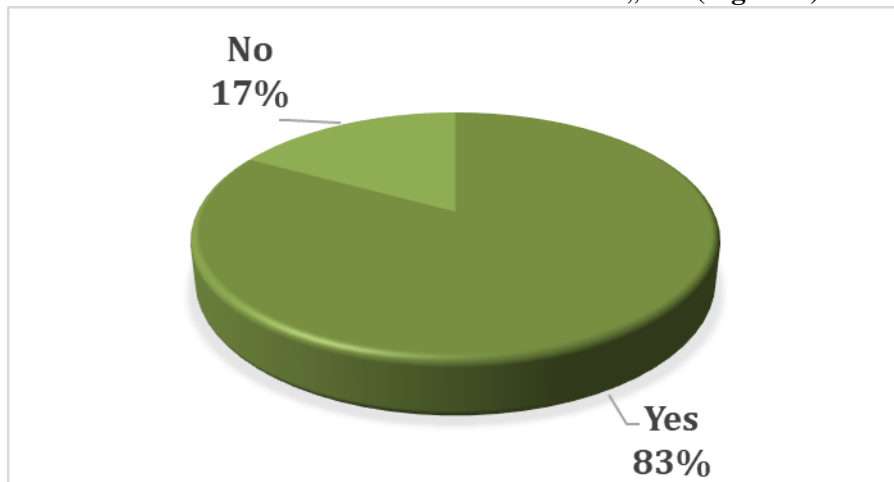


Figure 5. Do children play enough sports at school? (%)

The last question: „What extracurricular activities for the development of sports do you propose to introduce in your educational institution?", the teachers answer as follows:

6% – Handball, 8% – Petanque, 9% – Basketball, 10% – Table tennis, Volleyball, Tourism and Fitness, 12% - Football and 25% – Tennis (Figure 6).

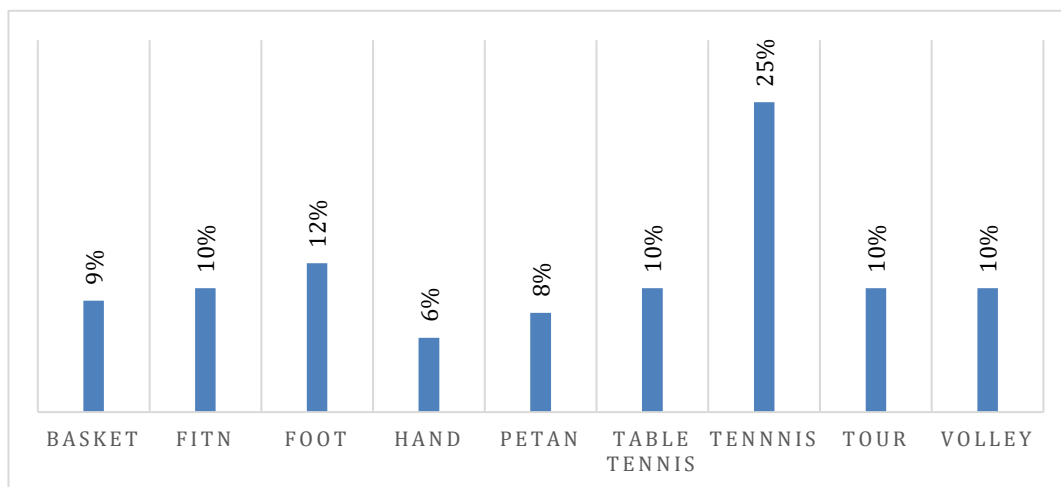


Figure 6. What extracurricular sports development activities do you offer? (%)

CONCLUSIONS AND RECOMMENDATIONS

From the analysis of teachers' opinions on working conditions in schools, children's participation in extracurricular activities in sports and the efficiency of sports activities and in particular on the development of football in schools, the following more important conclusions and recommendations can be made:

1. The average age of the studied teachers is 37-40 years, which speaks of an average but mature age of the studied contingent. An age at which the studied teachers have reached a level in their work and want to improve even more.

This fact is confirmed by the fact that 66% of the respondents have a teaching experience of 5-10 years.

2. From the answers of the respondents it is clear that the condition of the available facilities in the studied region is good, and in some schools there is a need for improvement.

3. According to the teachers, the available facilities give a good precondition for the development of sports in the schools of the studied region, as 73% think that children play enough sports at school, and the remaining 27% do not think so.

4. A large percentage of respondents (37%) believe that in the Preschool and School

Education law, the legal framework for the development of sports in schools is not well established.

5. The majority of respondents (83%) believe that a number of external factors such as the Internet, sports programs, publications, statistics, media, affect the development of sports in schools.

6. The majority of the respondents (70%) think that a unified football methodology should be developed by the Ministry of Education and Science together with the Bulgarian Football Union and the IMC, which should be applied in extracurricular activities in schools.

7. All teachers are unanimous that parents should encourage their children to play sports and they should be aware of their success in extracurricular football activities, and that parents should be involved in extracurricular activities whenever possible.

8. 57% of teachers express an opinion that extracurricular football activities should be linked to students' progress in their general education. They are of the opinion that if they succeed below 4.00, they should not be allowed in such activities. The remaining 43% do not think so.

9. Teachers think that sports games, tennis, table tennis, petanque, tourism and fitness should be introduced as extracurricular activities in the schools where they teach.

Surprisingly or not, the condition of the available facilities in the surveyed 17 schools is at a good level, and of course small improvements need to be made in some schools. Apparently in Veliko Tarnovo region we are working on this main problem, which results have not been achieved in a number of districts in Bulgaria and especially in the city of Sofia.

The other main problem related to the legal framework of the development of sports in schools is also here, as the study confirms the opinion that it is not well enshrined in Preschool and School Education law and must undergo urgent changes in a positive direction. Regarding football as an extracurricular activity, the fact is confirmed that, together with other sports games, it is a desired sports activity by students, but there is no common methodology to be applied in extracurricular activities in schools. Ministry of Education and Science (MES), the Ministry of Youth and Sports (MYS) and the Bulgarian Football Union (BFU) should find ways to create a

unified methodology as soon as possible, which to be used in schools across the country. This applies in full force to all other sports, where the MES, MYS and sports federations must create methodologies for extracurricular activities in schools in the respective sports.

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