INTRODUCTION

It is well-known that the contemporary children are developing their attitude to the world and the other people at their early age. There is an accelerated physiological and psychological maturing, compared to their predecessors at that same age. The acceleration processes leave a permanent mark on their whole inner world, their strivings, experiences and behavior.

The turbulent social changes, the information flow, vast of new information technologies reveal wider horizons and presuppose the reaching of an earlier maturity today in the children’s perception of the world.

In the primary school the changes within the cognitive and personal sphere are dynamic and uneven and depend on many factors and conditions. This period is regarded as a time during which, under the influence of the school process, there is a fast development of the intellectual psychic functions, mostly, that of thinking functions. New things are learnt, new skills are mastered which have a significant impact on the whole development of the child. Entering school, the child starts to improve its relations not only with its peers but also with the adults. The communication of the young pupil with the environment – the family, the peers, the friends, is a process of social interaction and forming of the self concept. According to Denev, “As early as the second grade the self-evaluation and self control reach a relative independence” (Денев 1970).

For the child from the primary school the self control becomes decisive for the success of the school activity. Research shows that the degree of independence within the students varies and depends on the characteristics of their personal development. As S. Daskalova points out “Through self control we develop independence, critical attitude towards ourselves and other personal qualities which are necessary for the forming of the person” (Даскалова 1988).

According to Bati, self control activates the process of studying and helps the students work without making mistakes, whereas, whenever they appear – to correct them (Батий 1979). It has been proven that through the use of different ways of self control the student can receive information not only regarding the correctness of his or her decision, but also to control the consequence of their actions, to take into account the consequences of their actions and the rationality of the chosen path. The research reveals the importance of the students’ understanding of the necessity of self control so that it becomes a necessity for himself and hence – a habit. It has been proven that the process can be achieved when at least two conditions are met: the child needs to know well his own personality and the teacher need to work systematically in the direction of parameters optimization of the students activities.

The primary school period is extremely important toward forming and development of self evaluation of the child. By self evaluation we mean the attitude of a person towards himself; an evaluation which person itself gives to his qualities, positions, motives and activities. The question of the “I/self”, which in the end of the ХІХ century gained the characteristics of a theory, was a central problem for a series of researchers, such as: R. Decart, V. Vunde, Z. Froid, W. James, Ch. Coolie, G. Mid, A.Valon, E. Erixon, E. From, T. Parsons, A. Spirkin, I. Chesnokova, I. Kon and others. For R. Burns the conception of the “I/self”, which in the end of the XIX century gained the characteristics of a theory, was a central problem for a series of researchers, such as: R. Decart, V. Vunde, Z. Froid, W. James, Ch. Coolie, G. Mid, A.Valon, E. Erixon, E. From, T. Parsons, A. Spirkin, I. Chesnokova, I. Kon and others. For R. Burns the conception of the “I/self” is “A compilation of the ideas of the person about himself, combined by their evaluation. It actually defines not only what the individual is,
but also what he thinks about himself, the way he perceives his activity and the opportunities for his future development” (Berns (Бернс), 1986).

By entering school, the child is evaluated mainly by the adults but at the next stage of its development it begins to feel the necessity to self evaluate itself in one way or the other. It is considered that this is the time when the skills for adequate self evaluation are formed. They are presupposed by the changes of the mind which are due mainly to the change of the leading activity of the child – studying. This is why we believe that it is necessary from early stage to work on self evaluation development. We think that the most important is role of the teacher who needs to organize his professional work in such a way which will enable to have a positive and profound impact on the personality of the student, to contribute for the forming and development of an adequate self evaluation of the children.

By our opinion, the study of the self evaluating activity of the 8 – 11-year olds is in accordance with the finding of prerequisites and mechanisms for optimizing pupil’s personal development and hence for improving of the quality.

The aim of our experimental work is to:

1. Establish the correlation dependency between the pedagogical evaluation and the self evaluation of the children from the primary school (2. – 4. class) in the subject Physical education and sport.

2. Explore the effect of the applied system of work for stimulating the interest and the conscious activity of the students on the self esteem and success in their physical education.

When surveying the evaluation and self evaluation, we used a questionnaire containing the following questions:

- Directed to the student: How do you evaluate yourself as a sportsman? (give a numerical evaluation);
- Directed to the teachers: How would you evaluate the student in the subject Physical education and sport?

RESULTS AND DISCUSSION

Our research shows that before forming the experiment, the level of self evaluation was higher than that of the pedagogical mark (fig.1., A). The results of the statistical processing of the data prove the existence of an average correlation dependency between them (R=0,53).

We consider that the higher self evaluation of the children is due to the bigger priority given to the game activity in the curriculums in Physical education and sport in the first and the second grade. Our observations show that the desire for success stimulates the active participation of the pupil and his wish to perform well and prove his personal qualities and abilities. For him the various and dominant natural movements in his physical education – running, jumping, climbing, etc, are accessible and easily acquired. Within the games which are including movements, the emotions are more strongly expressed and more spontaneous than with the other school activities, which makes the lesson and the other forms of physical education expected with impatience and joyful for the 7 – 8-year old children. The games, though, create conditions not only for individual activities but also competitive game, for rational application of physical and psychological efforts, which the teacher begins to evaluate after the first class not only verbally but also with a written evaluation mark by a number.

This provokes the young pupil to begin self observation, to analyze himself, his behavior and achievements. In the time of forming the experiment, the participants reveal a bigger self criticism and discipline. They reveal their attitude (satisfaction-dissatisfaction) not only to their own results, but also to those of their team partners, of the counter partners and the other classmates in the class. Our observations show that some of the children express some hesitation in their judgment of their physical performance. These children give to themselves a prevailing low evaluation of their physical performance which influences the common tendency to lowering it for the group under this study (fig.1.).

Our aim as researchers is to make an influence the children that they are not positive toward their attitude to physical education at school, as well as to keep the interest toward the school within the other children. Apart from the learning of new facts about physical education, the techniques of the exercises, their impact and application, etc, in our work we put the accent on the forming of valuable moral and will power qualities – a readiness to cooperate, fair play, well meaning, friendship, responsibility, modesty, respect to the opposite side, etc. We believe that these moral norms of behavior contribute to the conscious of the self management of the person. To achieve the educational effect in the different forms of physical education the model of work is characterized with the following characteristics:

- a wide use of games including movements with self control and self evaluation;
- creating problematic situations and opportunities for solving them independently and with different variations;
- stimulating of the group and individual creative performances in different conditions;
- revealing of the personal achievements and mistakes during games, internal relations, comparisons with the other students;
- directing to active and conscious participation in the pedagogical relations through observation, analysis and self analysis, evaluation and self evaluation, control and self control with concrete tasks, making a free choice, within the games, plots and roles, depending on the aims, the age and other characteristics.

In our effort to be objective about the skills to self evaluate ourselves, we apply different means, such as:
after the end of the form of the physical education (lesson, module ‘Games’, etc.), we encourage the participants by pointing out the most tolerant player, the most disciplined one, the one that came fastest to help someone else, the one who most strictly kept the rules of the game, etc. We believe that the approach has a positive influence on the motivation of the students for work, which has a beneficial effect in their self evaluation of the achievements in physical education and sport.

As a result of the systematic work the activity of the children is stimulated, which before the forming experiment revealed obvious lack of confidence and unwillingness to work in the process of physical education. Our observations show that at the end of the experiment, the level of self evaluation in the majority of these children was increased, which can be seen on fig.1., B.

The statistical analysis of the achieved results shows big correlation between the evaluation and the self evaluation at the end of the experimental work (R=0,87), which is a marker of the objective self evaluation in the achievements in physical education. At the same time, between the evaluation realized before and after the experiment, we’ve been discovered a weak correlation dependency (R=0,34), which indicates toward stability of the pedagogical evaluation.

The correlation dependency between evaluation of the students before the beginning of the experimental work and after, shows an average value (R=0,35), at the end of the period a registered increase of the level of self evaluation was at the direction of its becoming more objective.

We think that the received results at the end of the experiment prove that the students from the 4th class have formed abilities for exact self evaluation. As a result of the systematic pedagogical influence we achieve an increasement of the activity and improvement of the quality of the school work. In the three stages of the experimental work we register increase of the level of the pedagogical evaluation.

CONCLUSIONS

The experimental work gives us ground for the following conclusions:
1. The students of the initial stage of education have an increased level of personal self evaluation regarding their achievements in physical education and sport.
2. As a result of the systematic application of work in the activity of the teacher, a more objective self evaluation of the work of the young student was achieved.
3. The improvement of self evaluation of the work stimulates the personal development and the quality of their physical education.

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САМООЦЕНУВАЊЕ НА НАСТАВНИТЕ ДОСТИГАЊА ВО ФИЗИЧКОТО ВОСПИТУВАЊЕ НА ДЕЦАТА ОД 8 ДО 11 ГОДИНИ

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(Исјаражувачка белешка)

Марија Тенева и Веселина Иванова
Тракиски универзитет, Педагошки факултет,
Стара Загора, Бугарска

Апстракт
Во предучилишната возраст детето претрпува суштински промени во личниот развој. Тоа е време кога играта како приоритетна дејност започнува да ги зазема позициите вооднос на учењето. Периодот се смее за сензитивен во однос на развојот на умениета за самооценивание. Целата на ова истражување беше да се утврдат претпоставките и механизмите за стимулирање на личниот развој на децата со возраст од 11 до 18 години врз основа на нивната активност за самооценивање.

Ключнi зборови: оценување, самооценивание, дејски интереси, самоконтрола, моторно обучување, анкетирање, педагошки експеримент, коefициент на корелациjа

Correspondence:
Maria Teneva.
Trakia University
Faculty of Education,
Armeiska 9, 6010 Stara Zagora, Bulgara
E-mail: m.s.teneva@abv.bg