DESCRIPTION OF THE CURRICULUM IN PHYSICAL EDUCATION IN UNIVERSITIES IN BULGARIA

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Abstract

The report reflects the learning process in physical education in Bulgarian universities. A short but meaningful feature of the process is made, with an emphasis on goals, objectives, forms of organization and performance factors. The problem is addressed by a retrospective, theoretical educational and practical point of view. Made in this regard short systematic analysis makes it possible to bring out some basic governance issues in universities’ physical education. Their resolution would allow increasing the effectiveness of physical education as a learning process in Bulgarian universities which would reflect positively in the overall school curriculum of the students.

Keywords: physical education effectiveness, sport, school curriculum, spare time, educational tasks, health tasks, discipline tasks, physical activity, sports improvement

INTRODUCTION

Physical education and sport in high schools in Bulgaria is an important subsystem within the overall system of physical education and sport on one hand and on another is an essential element of the education system. As such it has its own strategy and goals, having a corresponding structure - subject and object of management; it is implemented by providing multiple factors. In this sense, Ignatova (Игнатова), (2006) emphasizes that physical education in universities should be seen as a „system, actively resisted by mental and physical fatigue, and teachers - as engines of this system who can manage it, directing it in fulfilling the main goal - satisfying the needs of the society of physically healthy and viable creative intelligentsia."

The Subsystem “Physical education and sport in high schools „can be seen as a process composed of two components: 1. Physical education and sport in regular learning process of students and 2. Physical education and sport in their spare time. Here we focus our efforts on the first component, which is a mandatory element of the educational process with students.

Objectives and tasks of school curriculum

From a historical point of view the purpose of school physical education in Bulgaria was first formulated in 1897 (Mateeva (Матеева), 1985). Then in the „Program for fifth-grade girl schools“ the Ministry of Education formulated the goal of the course „Physical Education“ (the subject was called „Gymnastics“) as follows: „The educational purpose of the exercises is to strengthen the body; to establish natural movements and decent and proper keeping of the body. „ That definition of the target over the years keeps developing and on foreground comes not only the esthetic but also the healing effect of the classes. This priority of physical education among students is becoming more pronounced in the next training programs in 1922, 1925, 1933, and in 1964, when serious reform in education is made. And if to this point in each formulated objective as a rule, giving specialized knowledge is absent, the program of the course „Physical Education“ 1973/74 y. corrects the omission. This program already seriously addresses the issue of giving higher application and scientific knowledge in the curriculum, which logically increases the activity of students in the process of physical education. The tradition continues in all school curricula today.

In association with the objective of the specialized literature, (Rachev (Рачев), 1984; Mateeva (Матеева), 1985; Ivanov (Иванов),1996; Tzolov, & Ivanov (Цолов, & Иванов), 1998; Bachvarov (Бъчваров), 2000; Ivanov (Иванов), 2004; Ignatova (Игнатова), 2006) multiple complementary formulations are shown. One of those authors (Ivanov (Иванов),1996) fully looks into the purpose of physical education at the university, dividing it in three areas as follows:

1. Objectives deriving from the public character of physical education and sport in the overall socio-economic system.
2. Objectives arising from the personality of physical education.
3. Objectives arising from the specifics of the educational-pedagogical activities and teaching Course.
Another author (Bachvarov (Бъчваров), 2000) summarizes the purpose of physical education with students as the content of four elements:
- Use exercise as a useful tool to fill the free time.
- Development of emotional and psychosocial characteristics.
- Development of useful physical properties and motor skills.
- Development and maintenance of high physical and functional fitness

According to us the most complete, and in accordance with the content and requirements of modern physical education in high schools, complex goal of the learning process on the subject indicate Tzolov & Ivanov (Цолов, & Иванов, 1998). They put it into effect as: giving students the necessary knowledge for efficient use of physical exercise and sport in their daily lives, helping form practical knowledge and habits for activities with physical exercises and sport, supporting the improvement of psychophysical performance and their overall movement culture, strengthening their health, preparing for the future implementation of the labor-professional activity and socialization in the society.

The resulting from those purpose tasks of physical education can be grouped into three main areas: education, health and discipline. A number of authors (Ivanov (Иванов), 1996; Tzolov & Ivanov (Цолов, & Иванов, 1998) specify in detail the different tasks as:
- Educational tasks - giving theoretical knowledge of using physical exercise and sport students; formation of practical skills and habits for physical exercises and sports; increasing physical culture; formation of basic motor skills of the chosen sport and others.
- Health tasks - contribution to the physical development of students; improvement of the functional capabilities; health-enhancing and maintaining high overall performance; It serves as a therapeutic agent and so on.
- Discipline tasks - development of moral and volitional qualities, formation of spiritual and aesthetic values - a sense of duty and collectivism, friendship and mutual assistance, and the socialization of the individual in society.

An important moment in the learning process is to solve these problems together. The question of the relationship between physical activity, health and performance of students is discussed and studied continuously. Some authors (Ivanov (Иванов), 1996; Bachvarov (Бъчваров), 2000, reach to the conclusions that yet physical education and sport have not entered the everyday life of students as necessary. For example, (Bankov (Банков), 2005) points out: „Modern science at this stage does not provide alternatives to solve the basic problems of management of sport in their spare time, but: structural and functional development of sports clubs, organization of the use of sports facilities, ... organization of sport in terms of student dormitories, student financing sports and more. „

Forms of organization and content of school curriculum

The process of physical education and sport in Bulgarian universities are conducted in three main forms:
1. Election-mandatory form - represents the mandatory participation in freely chosen by the student sport in the physical education classes. This makes between 120 and 240 hours in different universities.
2. Sports improvement (optional self-chosen form) - is an independent choice to participate in educational and training process in sport. For those with a compulsory form of education (I-II year in University) the form is optional-obligatory, and the rest - optional. This form reflects the organization of physical training with the team.
3. Optional form - in most universities this form is for students from III to V year in University who wish to attend classes in physical education, without making them being mandatory.

Everything associated with these forms of organization of physical education, including academic hours of lessons, sports, content of curricula, etc. depend entirely on the individual universities as they use academic autonomy.

The learning process includes the following interrelated elements (Rachev (Рачев), 1984; (Ivanov (Иванов), 1996).
- Content - motor activity carried out through exercise and cognitive activity carried out by giving knowledge through active mental activity of students;
- teaching carried out by the teacher;
- learning and exercise carried out by the students.

We must emphasize that the volume of the regulated school work and the nature of the conduct of this activity at universities is such that actual capabilities of students are very limited in the physical development and improvement of physical properties, the increase of career and academic success, implementation of continuous and educational effect (Rachev (Рачев), 1984; Ivanov (Иванов), 1996). On the other hand the process of physical education should be unified and to cover the main sides of the students’ sports training - theoretical cognitive, physical, technical, tactical and psychological.

The quality and efficiency of educational process in physical education, and the level of preparation of students are influenced by many factors. They are divided into two groups: factors preceding academic activities and factors affecting physical education as a process (Ivanov (Иванов), 1996). As a result of these factors, admissions to high schools students have an appropriate level of physical fitness, motor skills and habits, knowledge, motives for sport activities, which determines their future development.

CONCLUSION

The gaps until now in the field of university physical education is mostly due to improper treatment of the personal nature of physical education and health. It
is therefore necessary the readjustment of the view to the new social situation, which means amending the criteria for the assessment and recognition, treatment or modification of the needs, views, etc. (Bachvarov (Бъчваров), 2000; Tzeneva, Zahariev, & Vladova. Це-нева, Захариев, & Владова, 2009). Along with the many management problems in the learning process of physical education of students, the lack of effective government policies, poor facilities, insufficient volume of mandatory activities, etc., evermore significant and multifaceted is the problem to increase its effectiveness. Therefore there is a great need to conduct targeted research to identify the various reserves and to create opportunities for effective decision-making.

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