

## **SPORTS PEDAGOGY - A PART OF THE PEDAGOGY SCIENCE SYSTEM**

*(Professional paper)*

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### **Abstract**

It is known that science is one of the most ancient phenomena difficult to be defined. That is *natural and logical having in mind its "complexity" and "delicacy"*. Word goes about an ideal-mental reflection of the objective reality as a state, needs, tendencies and perspectives related to man and society. That fact has been confirmed by sufficient arguments and convincing evidences from multiple scientific studies as well as by the rich world practice and "experience" of the people since most ancient times. Science is a specific cognitive activity directed towards the establishment of new knowledge and truths as well as the results of that activity. There is no doubt that the actual reality is radically changed. That takes to the front not just true problems but a range of requirements related to the confirmation of the pedagogical science as contents, new spheres, new structure, enlargement of the subject and its research fields. The development of sport and the pedagogical science within the new conditions and realities takes to the front the issue about the wholesome establishment and confirmation of the sports pedagogy as relatively independent sport-pedagogical discipline. The successful solution of the issue depends to a great degree on the specificity of the object, subject and concept-terminology system. Sports pedagogy has got its own object of study and that is the man practicing sport. It has got its own subject which assigns its specificity and its category apparatus. Sports pedagogy is within the process of further establishment of the component which contains the system of knowledge. The same refers to the component defining the methods used. Their specification is a necessary prerequisite for increasing the effectiveness of the sport and education process. That is the purpose of the present scientific paper.

**Keywords:** *science, sports education, object and subject of the science, sports theory and practice, basic concepts*

### **INTRODUCTION**

It is known that the development of sport as well as the pedagogical science takes to the front of the issue about the wholesome establishment and confirmation of the sports pedagogy as relatively independent pedagogical discipline. It is anyway necessary to note that the "sports pedagogy" notion is more and more convincingly established in the scientific terminology. Yet it is still not completely and exactly defined as a notion while its content aspect and status are not sufficiently well clarified.

According to us, at first place it should be accented on the fact that the "sports pedagogy" notion is most often use on two reasons, namely first, in its quality of a notion defining the activity of the sports pedagogues / physical education teachers or coaches in a given kind of sport/ in their direct sport-pedagogical practice and secondly – in its quality of a specific direction or "part" of pedagogy as theoretical discipline. These two meanings as well as the fact that it is located in between two sciences – pedagogy and the theory of the physical education and sport define the specificity of the sports

pedagogy as exceptionally difficult to be analyzed, multi layer in contents and difficult to define. The imposing tendency in the development of modern sport related to the increasing of the number of sports disciplines is a strong influence in that respect. That reflects the influence of still another phenomenon characteristic for the end of the 20<sup>th</sup> and the beginning of the 21<sup>st</sup> century – the appearance and the quick development of the inter-disciplinary researches and their respective scientific fields of knowledge.

The right of sports pedagogy existence ensues from two indisputable facts in the social and scientific life. The first is related to the social practice. Each human activity which is confirmed as such, has the right of existence but obligatory presume its own "theorizing" which allows a man to deeply enter its essence and laws. That relates in full force about sport too which has appeared in antiquity while its role and importance in society is constantly increasing. The second is related to the development of pedagogy as science. Its specificity relates to the fact that it has got a direct bearing to all fields of the human scientific and theoretical, moral and ethic and

practice-applied activity. In practice each human activity which is specified as such and has acquired a relatively independent status indisputably has got a direct touch with science, including the pedagogic one, as it is the ‘transmission’ through which the knowledge and experience piled up by society yet in ancient antiquity is transmitted from generation to generation. In that respect pedagogy has got a direct relation to sport as well and that consequently gives the right to sports pedagogy to exist as science and educational discipline.

Yet the reasons for the existence of a scientific discipline are not a sufficient condition for defining its status as independent. There are strict rules in science whose observation is an obligatory condition about the confirmation and realization of a scientific discipline. These rules are concentrated mostly in the science structure within the frame of which the component defining its specificity has got the priority. Word goes mainly about its object and subject which define to a great degree the place of the science within the system of the sciences. It is a fact that each science should have its specific object as well as its specific subject of research. Indisputable is the fact that the definition of the subject of any science is a rather complicated and dynamic theoretical process. It requires both the presentation of the problem and the construction or formulation of the notion which most exactly discloses the essence of the science subject. That takes particularly strongly to the front the issue about the ‘‘internal interrelations’’ of the notions and the categories in a given science, as well as the recognition of the connections in its notion and terminology system. Not less important is the issue about the aims and tasks of the science which are rather ‘‘variant’’ and depend most of all on the changes in the subject and the degree of the science development as well as the notion and terminology apparatus and the problems which have to be solved.

It is a fact that sports pedagogy has got its own object of research and that is *in a narrow sense*. Moreover its object is specified and narrowed to a man practicing sport. It is not unique as man is general for a range of sciences as for instance – general pedagogy and all other pedagogical disciplines, psychology, pedagogical psychology, philosophy, sociology of the education, economic pedagogy, Olympic pedagogy. The name of Y. Komenski ‘‘is well known in all sports pedagogical universities as well as in the National Sports Academy ‘‘V. Levski’’ – the oldest and well approved institution for education of specialists in the field of sports. The greatest tribute for sports pedagogy promotion as a science has Pierre de Coubertin who introduced the term sport pedagogy and outlines the parameters of this new branch of science.’’<sup>76</sup> That generality is anyway not a problem but a needed condition for the existence of sports pedagogy as scientific discipline. It is sufficient to mention that first, all the above-mentioned disciplines ‘‘play’’ certain role within the frames of sport and secondly, it is through that role that sports pedagogy can realize its theoretical interdisciplinary studies as well as to establish its ‘‘scientific-practical fundament’’ and the practical activity itself.

Much more complicated is the issue about the subject of sports pedagogy. That complication ensue from the fact that sports pedagogy contains both the specificity of sport as theory and type of human activity and that of the pedagogy as science and practice. It is expressed in the requirement for the harmonization between the general in sport and pedagogy and the specific, the unique in the sports pedagogy itself; worded more concretely that means that sport pedagogy can not double the subject of the physical education and sport theory and that of pedagogy but should contain elements from them as it is located at the frontier between these scientific disciplines.

Having in mind the general characteristics of each scientific discipline and the particularities of the sports pedagogy, a definition of its subject can be given which in definite form can be expressed in the following way: subject of the sports pedagogy is the study of the general qualities, connections, relations, structures and laws of functioning and development of the teaching, upbringing and education in the field of sport as type of human activity. It can be seen in the so formulated subject that sports pedagogy comes close but do coincide neither with pedagogy nor with the theory of the physical education. *It draws from pedagogy the notion apparatus, the knowledge about the laws, the methods and means for the organization, run and management of the pedagogical process complied with them but does not fully coincide with them as they are specific for the field of the sports theory and practice.* In that sense, sports pedagogy can be treated as one of the scientific ‘‘branches’’ of the pedagogy as science. At the same time sports pedagogy draws from the theory of the physical education and the private sports scientific disciplines the knowledge about sport as a whole and for the various kinds of sports. Anyway it does not coincide with them as its main aim is not the study of sport as such or some concrete sport but the teaching, upbringing and education in the field of sport as a whole. In that sense sports pedagogy has got all characteristic features of an interdisciplinary, border scientific discipline – such as avalanche-like began to grow at the end of the 20<sup>th</sup> century. It is a fact that similar disciplines contain a range of general characteristics with the sciences at the border of which they are located but does not repeat them as a whole. In that aspect the border scientific fields provide the continuity of cognition, reflect the unity in the world, in the human spiritual and material culture and activity which are their real characteristic existing simultaneously with their specificity and difference.

Sports pedagogy contains three interwoven but at the same time relatively independent scientific theories. As far as it, as a scientific discipline is related both to pedagogy and the theories related to sport, it should be noted that sports pedagogy contains the theories of study, upbringing and education in the field of sport. While general pedagogy develops the theoretical fundament of the teaching, upbringing and education, sports pedagogy specifies these theories according to the par-

particularities of the sport as a whole and the theoretical sports disciplines make them concrete according to sport as a concrete human activity and according to the concrete kinds of sports.

In the context of the said above particular importance acquires the issue about the category apparatus of the sport-pedagogical science. It is a fact that categories result from the development of the science. It is through them that the conceptual understanding about the real objectivity is established, including the sports-pedagogical one. They reflect the level of its identification, its achievements and non solved problems as well as the directions of its further development. Of special interest for us are the "education" notion-term and more concretely the "sport education". In view of the aim of the present development, we shall pay special attention to the sport education notion directed to acquiring new knowledge, skills, values, experience, innovation models, views, development of abilities, expectations, etc. That is the reason why we find it necessary to draw ahead the four basic pillars of education written in the White book of the European commission, reduced to:

„study related to knowledge and understanding, for acquiring general culture and deep cognition;

study related to mastering of a concrete activity, for acquiring competence, professional qualification and readiness for managing in various situations;

study related to formation of skills for wholesome life together and understanding with the others;

study related to survival and personal development ...” (Delor, 1996, pp. 35).

According to N. Popov, the following mentioned down here can be added to the basic pillars mentioned up here in relation to the sports education:

„study related to knowing oneself: for establishing self awareness of the coach, for acquiring self confidence within the frames of the sports and training activity.... In that respect two directions are possible:

The first is related to learning definite knowledge about oneself as a personality.

The second is related to the formation of skills and qualities about competent and purposeful analysis, for finding oneself, of the own professional and human dig-

nities and shortcomings .

study directed to the establishment of a position to seek, find, invent, create.

Sports education provides standard knowledge in its prevailing part which provides the correct activities about the respective situations described... Non finished knowledge should also be put in the sports education. They are offered in order to be later developed additionally by the future coaches. Thus it is still during education that skills and habits for seeking new knowledge, for finding new solutions, creating original products of the theory and methodology of the sport competitive activity are established.

study related to acquiring the moral and aesthetic in sport. In the long run sport is good, sport is beauty; it is through good and beauty that sport turns into culture”

The last of the components of each science is related to the creation and use of certain scientific methods. It can not anyway be achieved by literal transfer of these methods into its researching field. That problem shall be the object of the present researching search of the author.

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