

STUDY OF THE ATTITUDE OF STUDENTS AT UNIVERSITY OF NATIONAL AND WORLD ECONOMY FOR CLASSES OF PHYSICAL EDUCATION AND SPORT

Preliminary communication

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Abstract

Participation of students at physical education and sport classes during university education could improve student's physical activity level and could result with many positive health benefits. Therefore, it's important to find different forms, methods and tools that can be applied at physical education and sport lectures. Therefore, in order to determine such forms and to fortify the reasons why students participate at physical education classes, we started this study. A sports-pedagogical experiment with students of the University of National and World Economy, Sofia in physical education and sport – fitness classes was conducted. Motor complexes with exercises with athletic character has been examined. At the end of the experiment was surveyed to establish the reasons for participation in sports classes and attitude towards the experimental program with its complex effect on motor fitness on students.

Keywords: *high school students, physical education and sport, fitness, physical activity*

INTRODUCTION

The motives for participation in physical education and sport classes in high schools are very diverse - from compulsory activities to lack of respect towards sports classes (Dimitrov, 2007; Ignatova, 2017; Milanova, Tosheva., & Milanova, 2014; Milanova, 2013; Popov & Savov, 2007; Christ – Vatkova, 2007). Many students realize the benefits of increased physical activity to their health, but at the same time, very few of them are active in sports (Vasileva, 2015; Ignatova, 2017; Milanova, Tosheva., & Milanova, 2014; Nikolova, 2007; Seysenbekov, 2015). The predominant percentage of respondents in different universities rely only on sports classes, because of the lack of free time due to busy curriculum and work commitment, whereby they have the opportunity to provide additional financial resources needed for their monthly allowance.

This, in turn, requires to find forms, methods and tools that can be used at physical education and sport lectures, which would lead to achieving the desired effect on improving the physical fitness of students. This task will reflect on better health, higher performance and adaptability in the performance of daily school and work activities (Ignatova, 2017; Tomova, 2007; Christ – Vatkova, 2007).

METHODS

The main purpose of this study is to reveal the reasons for participation in physical education and sport – fitness classes, as well as the opinion of the students from the experimental group about the impact of additional exercises with athletic orientation classes in the gym. Particular tasks that will ensure the achievement of the purpose are following:

- Design of questionnaire and conducting a survey with students of the University of National and World Economy.
- Administration of the questioner and data analyses.

Following research methods were used: theoretical analysis and a summary of the literature, questionnaire method, mathematical-statistical methods for processing and analysis of the results. The questionnaire contains 10 questions. It was specially designed for the purpose of the study.

Participants:

The sample of participants was conducted from totally 40 re-

spondents, students from the 1st and the 2nd year of studying at the University of National and World Economy. The average age of the participants was 19,48 years old.

RESULTS AND DISCUSSION

The answers to the first question indicate that the main motive for visiting classes is mandatory according to their curriculum. 45% of respondents come with that attitude in sports classes. A quarter of them reported psychological discharge, and only 10% have the mindset to improve their physical fitness.

Conscious, individual choice of sport is made by 20% of the surveyed students (Figure 1.). These data confirm the results of previous studies, i.e. in time the main driving motives for participation in sports classes at the universities are the same. The causes may be sought in the early school age, when it is not given knowledge about the benefits of an active lifestyle, and lack the habit of exercising any sport. In this aspect, the role of the teacher in sports classes is critical for the change of thinking and the attitude of young people about exercising increased physical activity in various forms.

At the second question, "Are you satisfied with the educational content in your chosen discipline - gym?" All respondents unanimously expressed their positive attitude. This allows us to point out that regardless of the reasons for visiting sports classes at the beginning of the semester, at the end of the school year, all students from the experimental group were satisfied with their choices.

One of the leading criteria in conducting the sport classes at the university is to achieve an optimal density. The goal is to form motor skills and habits and to build the basic physical properties. For the teacher the feedback is essential. It allows reporting pedagogical term impact on those who are involved in applied exercises, and it is a tool for adjustments to the volume and intensity during training sessions in sports. In response to the question "What is your subjective feeling after hours in the gym?" only 5% of respondents say that they are tired, which is an indicator of well-dosed load. More than half of them feel physically energized, full of energy and 40% of respondents mostly feel mentally unloaded (Figure 2.). The answers to this question suggest that the fitness class has fulfilled its main role in our study period. With the methods and means of influence on improving physical fitness, we have also achieved a positive impact

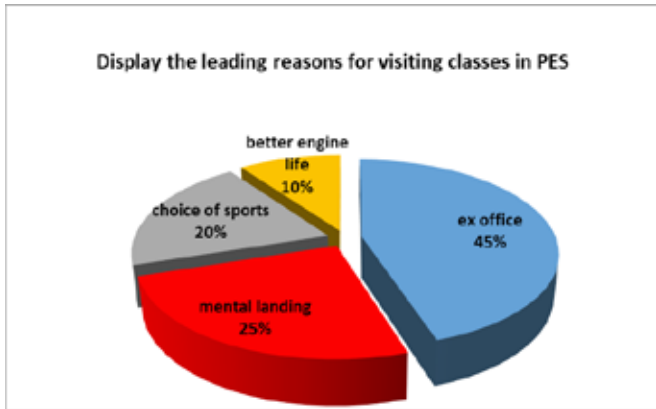


Fig. 1. Main reasons for visiting classes in ISF

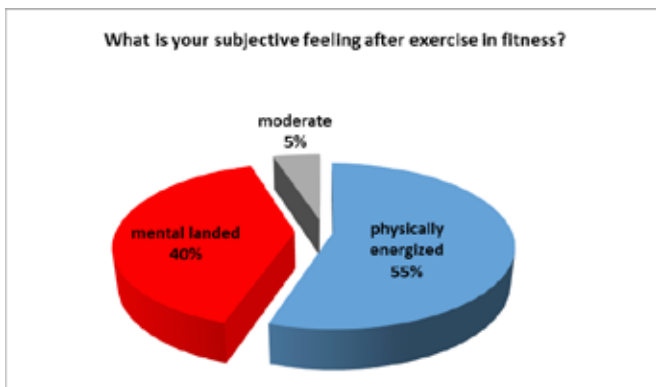


Fig. 2. Distribution of answers to subjective sensation after loading classes in fitness

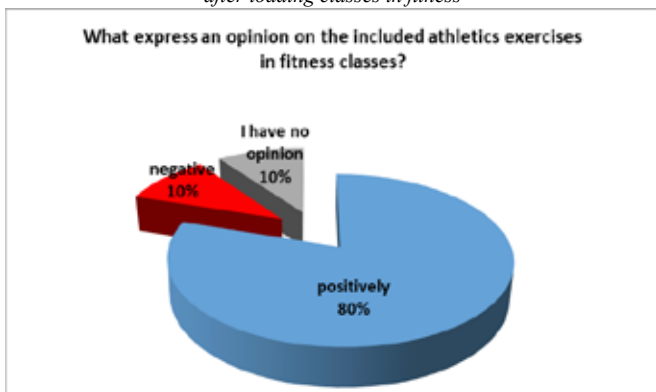


Fig. 3. Distribution of answers on athletics exercises hours

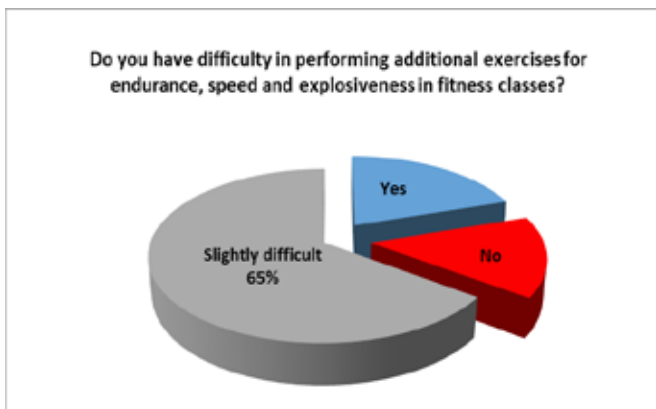


Fig. 4. Distribution of answers concerning the handicap suffered by the exercises for Endurance, speed and explosive power

on the mental state of the students from the experimental group.

It was important for us to understand what the opinion of the students for the experiment is. Above all, if there is a change in attitudes and their perceptions of the impact of the applied exercises for complex improving their motor abilities. To the question: “Do you think that our activities in the experimental program contributed to improve your physical fitness?” only one student has given a negative answer. 10% of the respondents can’t judge whether there have been positive changes in their physical fitness during the experiment, and 87% of them gave an affirmative answer. There is a positive change in their subjective feelings, which is essential for future success in sports.

The next question requires an answer on the attitude and opinion of experimental students to the additional included exercises with athletic character in hours in the gym (Figure 3). This is not habitual for fitness classes, because they are inherently preliminary program of exercises for specific physical effects to improve motor strength, speed, endurance, flexibility and agility. The result of these activities, the various systems of the human body strengthen and stimulate their activities. Both aspects of fitness are cardio-respiratory and muscle. In our study, we attempted to combine them in a training exercise, and instead work on cardio equipment, were carried out exercises athletics endurance, speed and bounce.

Indicator for the positive impact of these exercises is the approval of 80% of the experimental individuals. 10% of them expressed a negative opinion. Just as much are those who have no opinion on the question. These responses were not expected by us. We assumed that the percentage of negative responses will be higher.

As for the general physical preparedness of the persons involved in the experiment, naturally, our expectations were for the presence of difficulties in implementing a set of exercises with versatile effects on the body of the students. For 15 percent of them performing the exercises from the experimental program in fitness classes did not create difficulties. Difficulties experienced 20% of all, and 65% of respondents classified as mild the difficulties they experienced in carrying out exercises for endurance, speed and dynamism (Figure 4.). We believe that the answers are correct, bearing in mind that the majority of the students in the experimental group were unfamiliar with the exercises that they had to study and learn. Exercises themselves require greater dynamism in their implementation, matching not only motor skills but also coordination. All this hampered the respondents, which was quite apparent at the beginning of the experiment. Afterward the basic techniques in performing the exercises for speed and dynamism we assimilate, which led to increasing the success of the group.

To the question “Was there a change in your attitude towards the sports classes in University of National and World Economy, and if so what it is?” 97% of the students respond affirmatively by highlighting three main areas in the changes. 92.5% of the respondents placed firstly the increased density of the classes and define as a complex their effect on their body. 82.5% reported the wide variety of exercise which attend classes in the gym. No doubt we observe a positive change in the attitude of the students towards this sport class. We are glad about their understanding of the nature of the changes that lead to achieving greater impact complex and improve the driving qualities despite the limited time of 90 minutes per week.

As a result of practical activities and provided theoretical knowledge concerning the place and role of physical activity in a person’s life, defining habits lifestyle, basic training methods and means of developing physical qualities, we observe capacity for self-assessment in the surveyed students. To the question “Do you think that

increased physical activity is beneficial to your health and lifestyle?" Affirmative answer gave 87% of them. They are categorical that increased physical activity is beneficial to their health and lifestyle. Fluctuating are 13% of the respondents who are unable to assess whether increased physical activity affects beneficial to their health and lifestyle as a whole (Figure 5.).

The answers of the questions "Would you include more sports activities in your free time?" were encouraging. They are proof of the progress that has been achieved during the experiment not only on the physical development but primarily in changing the thinking of the students. Convinced of the benefits of their health and wellbeing from the increased physical activity are 85% of the students and they express readiness for independent sports in their free time. Exercise alone in their spare time is not an option for 15% of respondents.

Certain interest to us was how many from the experimental group would continue to include exercises with athletic character in fitness classes. As atypical exercise for lovers of fitness, surprisingly 77% of the participants would continue to improve their basic motor skills with the help of athletics exercises. Most likely it's because of their influence on the complex impact in the development of strength, speed and endurance. Another reason is maybe their positive attitude about having a wide variety in the gym. About seven percent of the participants these exercises are no interest and 18% of them can't judge whether they would include them in fitness workouts or not.

CONCLUSION

Analyzing the data from the survey gives us guidelines about the opinion of the respondents on the experiment in gym class. We

established a positive change in their attitude in increased physical activity and attitude for future sports activities towards improving their physical fitness and quality of life. The experiment has affected not only the motor skills but has helped to understand the role, benefits and impact of increased physical activity on the professional and personal commitments in the daily plan.

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