

## PROJECTION OF THE ATTITUDE OF FUTURE TEACHERS TO PHYSICAL EDUCATION ON THEIR INTENTIONS ABOUT MOTOR TRAINING IN THE KINDERGARTEN

Research notes

Veselina Ivanova

Faculty of Education, Trakia University, Stara Zagora, Bulgaria

### Abstract

*The problem of the effectiveness of teaching in kindergarten is seen in the context of the formative importance of the social situation and the social environment for the behavior of the person. An examination of the attitudes of students to their training in the methodology of physical education in the kindergarten and primary school was presented. The survey involved 34 students of specialty "Preschool and Primary School Pedagogy", "Bachelor", III course, Faculty of Education, Trakia University, R Bulgaria. The results show that the attitude of students to physical education, formed by their individual experience as adolescents, is a determinant of their responsibility in mastering methodological discipline in the academic environment.*

**Keywords:** students, physical education attitudes

### INTRODUCTION

Preschool age is a period marked by dynamic changes in the child's development. The motor activity provides interaction with the surrounding environment and assists in the formation of vital positions. With good organization and use of different forms in the kindergarten, the sport activities improve health, motor experience and build motivation in the child for self-dependent motor activity.

It is well known that human behaviour is determined by factors such as social environment, social attitudes, motivation, etc., influencing it in a differing direction and degree throughout the various stages of life. According to Fishbein & Ajzen (1975), the formation of the attitudes is related to the building of an attitude towards certain objects, which is later updated depending on the situation and determines the person's activity according to this attitude. In such a context, the attitudes are the external and closely tied with the social environment components of the person's structure.

In preschool childhood, the plasticity of the psyche and personality is the greatest. It is considered that in this period the building of sustainable links between activated at a given time regulatory structures and experienced emotions is favoured, leading to the formation of affective-regulatory complexes (in emotional, cognitive and volitional behavioral aspect). By establishing them with the surrounding world of people, nature, object environment, the child joins the culture, the human values, acquires the inherent in this society norms, principles, attitudes (Kartselyanska – Stancheva (Кърцелянска – Станчева), 2009; Ivanova & Kartselyanska – Stancheva (Иванова & Кърцелянска – Станчева), 2018).

The family is the primary social environment in which the child develops and brings up. In early childhood, it „has a determinative role that is not compensated by other social institutions” (Kartselyanska-Stancheva (Кърцелянска – Станчева), 2011). According to Shivacheva (Шивачева), 2014, the parents are fully regarded as non-professional pedagogues, possessing the pedagogical prerequisites in the interactions with their children – greater experience and maturity (mainly life, but also social, professional in a particular field, etc.), availability of a purpose and vision for the child's development, frequency and constancy of interactions. Surveys show that the knowledge, acquired within the family upbringing, is preserved and applied by the child throughout his life (Doychev (Дойчев), 2009). Such are the built-in, based on the family sports activities, an attitude to the motor activity and its importance assessment in his life path. On the recommendation of the World Health Organiza-

tion, growing up should not have less than 150 minutes of physical activity per week. A survey, conducted by Alexiev (Алексиев), 2017, among parents of preschool children, gives the typical model for our country. Half of the surveyed parents do not do any physical exercises and sport, only a quarter are those of them who exercise periodically, and even lower is the share who spend time on the family sport. A negative, for transfer by the children, a sample of attitude and behaviour towards motor activity is outlined.

The next most important socium in the united process of the child's upbringing, training and development is the one in the kindergarten. According to Дончева (Doncheva) (2018), education should bring quality not just access to educational contents and quality education is the key element for integration and providing equal access to children from all categories. According to Engels-Kritidis (Енгелс-Критидис), 2017, quality preschool education could be seen as a combination of the quality of several interconnected components – educational policies and standards; Principal management; educational environment; teaching aids; interaction with parents, community/communities, etc. The author Marković (2017) etc., pay special attention to the material basis and the sporting facilities in it. But, undoubtedly, the most significant is the role of the kindergarten teacher personality and his professional training capabilities. Expanded opportunities for communication at different levels: child - adult; child – child, reflect on the habits of social behaviour. The combination of cognitive, game, practical and non-formal interaction with the kindergarten teacher enriches the experiences, stimulates the adoption of new patterns of behaviour. The professional training and pedagogical attitude towards conducting the various forms of motor training set also the direction of the personal impressions building in participants – emotionality, satisfaction mastered motor skills and habits.

Typical for the educational activities of the student in the school environment is that they are planned and designed within state standards, and the training goals – worked out in specific tasks, fields, stages, time. In the national strategy for the development of physical education and sports in the Republic of Bulgaria – 2012-2022 as a reason for the significantly reduced level of physical development and physical capacity of students, compared to previous generations of their peers is indicated the non-effective conducting the classroom and extracurricular sports activity at school (National strategy, 2012). The recommendations for the member-states of the European Union reflect on the promotion of progressive practices, that reveal and make use of new opportunities for increasing the frequency, du-

ration and intensity of the students' physical activity. In a conducted survey, it is claimed that currently, most school initiatives aimed at increasing the physical activity level are successful only within the school day. It highlights the fact that a large part of the promoting physical activities in schools has a single focus on activities related to motor training and physical ability improvement. An opinion is shared that such programs may not generate a positive attitude towards physical activity and may not evoke long-term behavioural changes. The drawn conclusion is that it is more important to focus them on encouraging the students' positive attitude to their physical activity, to impact their overall levels effectively and in terms of physical fitness.

The successful practices are associated with the offering of additional physical education classes (club sports activity, elective training, optional training, extended breaks, a lesson for sports activities, pauses for physical activity during the school day, c project activities, etc.). In the physical activity initiatives to be applied a multi-component approach, including a change of the school environment, learning environment and incorporation of the component family, by providing parents with information on physical activities in which the whole family can participate. Initiation of a variety of activities, including those that would be more enjoyable for students with more modest physical abilities, such as a skipping rope, creative activities like dancing and others, aiming at making students feel well and gain confidence.

Bad facilities and non-pedagogical attitude of some primary teachers to students having difficulties in mastering Physical education material; insufficient stimulation and motivation of their participation in the lessons, extracurricular and formal forms of motor activity lead to disappointment and reluctance in these adolescents for sports in the later stages of their lives (Dzhambazova, 2017).

A survey on the attitudes towards students' sport shows that a leading factor of the family impact is the purposive parental support to the sporting activities of children and teenagers. Young people who regularly do sport, are more often brought up in families, in which one or both parents also practice sports because in their process of growing up they have had an observation on the immediate behavioural patterns for sports activity. Over the young people engaged in sports regularly, stronger and more purposeful impact on the formation of a positive attitude towards sports have the Physical Education Teachers (Chipeva & Vasileva (Чипева & Василева), 2018)

In such a context significantly important in the formation of positive attitudes towards motor activity in students is the professional training of the teacher. According to Lavrentsova (Лавренцова), (2018) the education, because of its consistent connection with other institutional forms of social life plays a determinant role for the key processes of social reproduction in structural, professional and normative aspect. Through the realization of the strategic goals of education, students – future kindergarten and primary school teachers, get a possibility of giving a new meaning to the obtained scientific-theoretical knowledge in their academic training, including in the light of the prism of the concrete manifestations of the practice in a real working environment and obtaining confidence for successful self-presenting and realization on the labour market. (Delcheva (Делчева), 2014-2015). As factors, influencing the formation of attitudes for teaching in the different forms in Physical Education in the kindergarten, Ilieva & Doncheva (Илиева & Дончева), (2013) bring the personal example and motivating attitude of the university lecturers to the students' activity, the students' conscientiousness during the courses of lectures, in practical training and out of

auditorium training forms with an act of reflexion as regards motor training. According to the authors, the physical activity of students in the academic environment impacts the rationalization of the importance of active physical activity for the health and working capacity throughout the whole human life.

The family, institutionally organized environment, first teachers, professional training, university lecturers, etc., in a different period, have formed the attitude of the students-teachers to the motor activity. Therefore, in the focus of the current survey are their attitudes towards physical education, modeling their progress in the methodical discipline and their intentions for a realization of the motor training in a professional environment.

## METHODS

At the beginning of the 2019/2020 academic year, a survey was conducted with 34 students of the Faculty of Education at Trakia University, Stara Zagora, Republic of Bulgaria, from the specialty "Preschool and Primary School Pedagogy", Education and Qualification degree "Bachelor", III course, full-time training. For the survey was used a questionnaire, developed by Ilieva & Doncheva (Илиева & Дончева) (2013). It contained closed type questions (a total of 7) with multiple choice and questions with answers from the Likert scale. Data were analyzed using descriptive statistic parameters and presented graphically.

## RESULTS AND DISCUSSION

On the first question "What are your memories of your first teachers of Physical Education and Sports?", a significant percentage – 71% of the students indicate that they have positive memories, 21% – more positive than negative, and an insignificant percentage – 3% – negative and "I have no memories".

The second question is indicative of the students' willingness to teach Physical Education in the kindergarten. It was found that 74% of the respondents are ready and have the intention to teach different forms of physical culture in the kindergarten. This, we believe, is a good prerequisite for their academic training in the discipline "Methods of Physical Education in Preschool and Primary school age".

The answers, regarding the students' personal experience in physical culture classes and situations from their childhood, as direct, active participants, as well as from their training in Physical Education and Sports in primary school, show some differences. More than half of the students define physical culture classes in the kindergarten as enjoyable and interesting and only 3% as boring.

According to students, Physical Education and Sports lessons in primary school were less enjoyable and more interesting. Because of the age characteristics of children in primary school and the fact that the leading activity in this period is training, substituting the game from the kindergarten, the answer is not a surprise. 3% say that they were bored in Physical Education and Sports classes, and twice as many (6%) it was difficult for them to do the exercises from the educational curriculum.

High is the positive response rate to the 5th question about the impact of the active motor activity on physical development and movement coordination – 74%. The answers to the 6th question give information about the attitude towards the Pedagogical Department "Physical Culture". The answer of all respondents is positive for all include participants in the study (100%).

On the last, seventh question in the survey: "What is the favorite part of physical culture classes for children?" allows free answers and they reflect the pedagogical value of these activities according to the students. Indicated answers are good physical growth, develop-

ment of physical qualities, motor skills, skills for movements management, motor culture improvements, physical health, the building of teamwork skills, beginning of physical activity throughout life.

A summary could be made that students surveyed have a positive attitude towards Physical Education and Sports. The results are encouraging, given their professional development and the expectation of the transfer of these positive attitudes in the professional environment.

## CONCLUSIONS

The successful realization of physical education requires a full synchronization of all influencing factors from the preschool age. In this sense, the family, educational environment, first teachers – kindergarten and primary school teachers, should be seen as equal and mutually supplementing educative phenomena in the context of the benefits of the motor active style of behaviour throughout the human life.

## REFERENCES

- Алексиев, Р. (2017). Повишаване на двигателната активност чрез създаване на трайна мотивация за физически занимания и спорт от ранна детска възраст. [Increased motor activity by creating lasting motivation for physical activity and sport from an early age. In Bulgarian.] *SocioBrains*, ISSUE 34, JUNE, 217-221.
- Чипева, М., & Василева, К. (2018). Ефекти от възпитателните въздействия на семейството и училището върху отношението към спорта на студенти. [Effects of the family and school educational impacts on the attitudes towards sports of students. In Bulgarian.] *Спорт и наука*, 6, 136-145.
- Делчева, Ц. (2014–2015). За практическата подготовка на бъдещите социални педагози [About the Practical Training of Future Social Pedagogues. In Bulgarian.] *Списание за образователна наука и изкуства*, Том 2, 88 – 94.
- Дойчев, Б. (2009). Изследване мнението на родителите за отношението на техните деца-спортисти към съвременните екологични проблеми. [Research of the parental view on the attitude of their children-sportsmen to modern environmental problems. In Bulgarian.] *Спорт и наука*, 6, 103-109.
- Дончева, Ю. (2018). Успешна социализация и социална интеграция за всяко дете чрез формиране на ключови социални компетентности и (меки) умения. [Successful socialization and social integration for each child through the formation of key social competences and (soft) skills. In Bulgarian.] *Педагогика*, 90(7), 980-992.
- Dzhambazova, E. (2017). School physical education and the joyful experiences of the students. *Activities in Physical Education and Sport*, 7(1), 119-122.
- Енгелс-Критидис, Р. (2017). Качественият детски учител: Личностен и професионален профил. [Quality kindergarten teacher: Personal and professional profile. In Bulgarian.] *Педагогика*, 89(1), 8-20.
- Fishbein, M., & Ajzen, I. (1975). *Belief, Attitude, Intention, and Behavior: An Introduction to Theory and research*. Reading, MA: Addison-Wesley.
- Иванова, В., & Кърцелянска-Станчева, В. (2018). Съвременни метаморфози на взаимоотношенията в детската група. [Contemporary metamorphoses of the relationships in the children's group. In Bulgarian.] *Педагогика*, 90(2), 184 – 193.
- Илиева, И., & Ю. Дончева. (2013). Анализ на отношението към Физическото възпитание и спорта на студенти от специалност Предучилищна и начална училищна педагогика при Русенски университет "Ангел Кънчев" [Analysis of Attitudes towards Physical Education and Sports of Students of Pre-School and Primary School Pedagogy at Rousse University. In Bulgarian]. In *Proceedings of Scientific Conference at Ruse University "Angel Kanchev"*, Session Physical education and sport (123 - 130), том 52, серия 8.2. Ruse: University "Angel Kanchev".
- Кърцелянска-Станчева, В. (2009). Семейно възпитание (социални и психолого-педагогически аспекти) [Family education (social and psychological-pedagogical aspects). In Bulgarian.] *Стара Загора: „АБ“*.
- Кърцелянска-Станчева, В. (2011). Възпитателни проекции на взаимоотношенията в семейството [Educational projections of family relationships. In Bulgarian.] *Годишник на Педагогически факултет*, 11, 176-199. Стара Загора: Тракийски университет.
- Marković, Ž. (2017). Material - spatial conditions of preschool institutions for realization of the physical education. *Activities in Physical Education and Sport*, 7(2), 153-155.
- Национална стратегия за развитие на физическото възпитание и спорта в Р България 2012-2022 (2012). [National strategy for the development of Physical Education and Sports in the The Republic of Bulgaria – 2012-2022. In Bulgarian.] Retrieved April 23 2019 from [http://mpes.government.bg/Documents/Documents/Strategii/Strategia\\_2012-2022.pdf](http://mpes.government.bg/Documents/Documents/Strategii/Strategia_2012-2022.pdf)
- Шивачева-Пинед, И. (2008) Децата в динамичното ежедневие на възрастните – богатство и отговорност [Children in the dynamic life adults. In Bulgarian.] *Ямбол: „Стоев“*.
- Shivacheva, I. (2014). Pedagogical culture of the parents. *Innovation and entrepreneurship*, 2(1), 3-10.

Correspondence:

Veselina Ivanova

Faculty of Education,

Trakia University, Stara Zagora, Bulgaria

E-mail: v\_g\_chipeva@abv.bg